DOCUMENT RESUME

ED 475 563 JC 030 233

TITLE	Parkland College ICCB Accountability/Program Review Report.
INSTITUTION	Parkland Coll., Champaign, IL. Office of Institutional Research and Evaluation.
PUB DATE	2002-08-01
NOTE	101p.; Submitted to the Illinois Community College Board, Illinois Board of Higher Education.
AVAILABLE FROM	For full text: http://www.parkland.cc.il.us/oire/ PR-Report.pdf.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Standards; College Faculty; Community Colleges; *Curriculum; Enrollment; *Enrollment Trends; *Institutional Evaluation; Outcomes of Education; *Professional Development; Teacher Education; Two Year Colleges
IDENTIFIERS	*Parkland College IL

ABSTRACT

This document presents data from the 2002 Accountability Program Review of Parkland College, Illinois. The data, for fiscal years 1997-2001, is presented in tables, and is divided into three parts: (1) Program Review Summaries. This section offers data covering student headcounts, attempted credit hours, and percentage of completers. The section also presents data regarding labor market analyses, faculty, and facility and equipment condition by instructional program. (2) Accountability/Program Review Action Summaries. Highlights of the second section include the following: (a) There was a 22% enrollment decrease in Chemistry 101 between 1997 and 2001. This decrease might be explained by the creation of new General Education Chemistry sections, which may be siphoning off enrollment of non-science majors from the traditional chemistry courses. (b) Retention of students in all five natural science areas has remained consistent. Finally, the third section is titled "Occupational Program Reviews and Special Focus Questions." Parkland administers the Occupational Follow-Up Survey every year. For Fiscal Year 2000, 550 graduates were contacted, and 382 responded for a response rate of 69.5%. The Special Focus questions address teacher preparation and professional development. The document also offers a Five-Year Schedule of Program Reviews for Fiscal Years 2003-2007. (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 563

PARKLAND COLLEGE

ICCB
ACCOUNTABILITY/PROGRAM REVIEW REPORT

August 1, 2002

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Kristovich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Submitted to the Illinois Community College Board
Illinois Board of Higher Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC030233

Compiled by the Office of Institutional Research and Evaluation

PARKLAND COLLEGE
ICCB ACCOUNTABILITY/PROGRAM REVIEW REPORT
August 1, 2002
Table of Contents

Section — Page

Programs Reviewed in Fiscal Year 2002 1
Part A: Program Review Summaries 2
  Form A-1 Instructional Programs: Occupational
    090701 Mass Communications: Broadcasting (Performance) (F MCBAAS) 3
    100104 Mass Communications: Communications Technology (F MCCAAS) 6
    150310 Telecommunications Systems Technology (E TELAAS) 9
    150402 Electronics Control Systems Technology (E ECSAAS) 10
      A+ Certification (E MPECER) 14
    430107 Criminal Justice (S CJSAAS) 17
    470105 Electrical Power (E ELPCER) 21
    510708 Office Careers: Medical Transcription (B OCTCER) 24
    521202 CIS: Microcomputer (T CSMCER) 27
      CIS: Microcomputer Support Specialist-Systems (T CMSAAS)
      CIS: Microcomputer Support Specialist-Software (T CSSAAS)
      CIS: Multi-Platform Programmer (T CPLAAS) 30
      CIS: Microcomputer Programmer (T CPMAAS)
      CS: Website Creation and Maintenance (T WSDAAS) 33
      CS: Web Application Developer (T WSPAAS)
      Basic Design Website and Management (T WSMCER)
      CSC: Apache-CGI Web Programmer (T CGICER)
      CSC: ASP Web Programmer (T ASPCER)
      CSC: Web Database Administrator (T WSAAAS)
      CG: 3D Computer Animation (T VGAAAS) 36
      CG: 3D Graphics Programming (T VGPAAS)
      CG: Alias/Wavefront-Maya 3D Computer Animation Software (T VGWCER)
      CG: 3D Software Development (T CGRCER)
      CSC: Object-Oriented Programming (T OOSCER) 40
    521204 Computer Network Administration (T CNAAAS) 43
      Computer Networking (T NETCER)
      LINUX System Administration (T LINCER)
      Microsoft Systems Engineer (T MSNCER) 47
      Networking Technician (T CNTCER) 48
      CISCO Networking (T CISCER)
      CISCO Professional Networking (T CNPCER)
  Form A-2 Instructional Programs: Academic Disciplines
    Physical and Life Sciences 50
Part B: Accountability/Program Review Action Summaries 53
  Form B-1 Instructional Programs 54
Part C: Occupational Program Reviews and Special Focus Questions 77
  Section C-1: Occupational Program Reviews 78
  Section C-2.1: Teacher Preparation and Professional Development 79
  Section C-2.2: Program Assessment 82
  Section C-2.3: Performance-Based Incentive System – District-Based Goal - Execute Summary 84
    Progress Report for FY 2002 86
    Benchmarks 89
    Overall Four-Year Final Report 90
Five Year Schedule of Program Reviews 93
  Fiscal Year 2003 94
  Fiscal Year 2004 95
  Fiscal Year 2005 96
  Fiscal Year 2006 97
  Fiscal Year 2007 98

Parkland College Fiscal Year 2002 Schedule for Accountability/Program Review

PROGRAM TYPE	CIP	PROGRAM OR SERVICE AREA
Occupational Programs	090701	Mass Communications: Broadcasting (Performance) (F MCBAAS)
	100104	Mass Communications: Communications Technology (F MCCAAS)
	150310	Telecommunications Systems Technology (E TELAAS)
	150402	Electronics Control Systems Technology (E ECSAAS)
		A+ Certification (E MPECER)
	430107	Criminal Justice (S CJSAAS)
	470105	Electrical Power (E ELPCER)
	510708	Office Careers: Medical Transcription (B OCTCER)
	521202	CIS: Microcomputer (T CSMCER formerly B CSMCER)
		CIS: Microcomputer Support Specialist-Systems (T CMSAAS formerly B CMSAAS)
		CIS: Microcomputer Support Specialist-Software (T CSSAAS formerly B CSSAAS)
		CIS: Multi-Platform Programmer (T CPLAAS formerly B CPLAAS)
		CIS: Microcomputer Programmer (T CPMAAS formerly B CPMAAS)
		CS: Website Creation and Maintenance (T WSDAAS formerly M WSDAAS)
		CS: Web Application Developer (T WSPAAS formerly M WSPAAS)
		Computer Graphics: 3D Computer Animation (T VGAAAS formerly M VGAAAS)
		Computer Graphics: 3D Graphics Programming (T VGPAAS formerly M VGPAAS)
		Basic Website Design and Management (T WSMCER formerly M WSMCER)
		Computer Graphics: Alias/Wavefront-Maya 3D Computer Animation Software (T VGWCER)
		Computer Graphics: 3D Software Development (T CGRCER formerly M CGRCER)
		CSC: Apache-CGI Web Programmer (T CGICER)
		CSC: ASP Web Programmer (T ASPCER)
		CSC: Object-Oriented Programming (T OOSCER formerly M OOSCER)
		CSC: Web Database Administrator (T WSAAAS formerly M WSAAAS)
	521204	Computer Network Administration (T CNAAAS formerly M CNAAAS)
		Computer Networking (T NETCER formerly M NETCER)
		LINUX System Administration (T LINCER)
		Microsoft Systems Engineer (T MSNCER formerly M MSNCER)
		Networking Technician (T CNTCER formerly M CNTCER)
		CISCO Networking (T CISCER formerly M CISCER)
		CISCO Professional Networking (T CNPCER)
General Education		Physical and Life Sciences

PART A: PROGRAM REVIEW SUMMARIES

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number: Mass Communications: Broadcasting (Performance)-090701

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	39	39	46	56	62
Seatcount in major courses	597	682	807	731	827
First-time at Parkland (fall)	13	15	21	26	31
Attempted Credit Hrs (program majors)	605	626	887	941	1052
Attempted Credit Hrs (in major courses)	1791	2046	2421	2193	2481
Student FTE (Summer+Fall+Spring FTE)	40.33	41.73	59.13	62.73	70.13
Completers %	10.3%	7.7%	8.7%	1.8%	4.8%

Yes. The program has shown significant increases over the past 5 years in each of the following areas:
?? Enrollment headcount (59%)
?? Seatcount in major courses (38%)
?? First time enrollment at Parkland (138%)
?? Attempted credit hours among program majors (74%)
?? Attempted hours in major courses (38%)
?? Student FTE (74%).

Only the percent of completers decreased (5.5%). This, however, was not necessarily unexpected. The percentage of program completers has been consistently low throughout the program's history. Due to the local job market demand, many students can and do choose to secure positions prior to graduation.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	3	3	4	1	3
Percent Employed (of Grad Survey Respondents)	33.3%	100.0%	100.0%	100.0%	66.7%
Career-related Job Placement (% employed)	0	33.3%	50.0%	100.0%	50.0%
Percent employed Part-Time	100.0%	66.7%	0	0	0

According to Horizons, 2001, employment in Illinois for broadcasting technicians is projected to show slower than average growth through the year 2006. Most job openings that arise will be from the need to replace those who transfer to other kinds of work or leave the labor force. For the last 5 years, enrollment has been consistently increasing but the percent of graduates employed in career-related jobs dropped off in 2001 since increasing from 1997 to 2000. We will watch for how these projections affect enrollment and employment of our graduates and will make decisions accordingly.

2. *Is the program cost-effective? How was this determined?*

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$N/A	$N/A	$N/A
Peer Group Average	$N/A	$N/A	$N/A
Statewide	$306.92	$276.62	$292.92
Overall College	$199.21	$210.59	$226.19

There was no peer group unit cost data available for this program and no Parkland-specific data. Net instructional unit cost for required program courses is included in the unit cost of other programs. The overall college Net Instructional Unit Cost is significantly lower than the state average for this program.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	33.3%	33.3%	26.1%	23.2%	38.7%
Percent Minority (Unduplicated Headcount)	23.1%	46.2%	28.3%	48.2%	40.3%
Average Age (Unduplicated Headcount)	24.2	24.8	21.6	22.4	21.8
Completing Courses (Program Majors)	79.8%	80.5%	78.9%	70.2%	77.6%
Average GPA (Program Majors)	2.13	2.27	2.05	1.95	2.03
Seats taken in Major Courses (Program Majors)	12.1%	12.8%	20.3%	18.6%	15.0%
Persistence Fall to Spring (Program Majors)	66.7%	72.0%	83.9%	74.4%	75.0%
Persistence Spring to Fall (Program Majors)	58.3%	60.0%	50.0%	64.1%	71.1%
C Grades or Better (All students taking Major courses)	68.3%	73.9%	72.0%	71.0%	73.8%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	4.00	3.67	3.00	4.00	3.67
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	3.33	3.33	3.25	3.00	4.00
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS)	0	2.50	2.75	4.00	3.00

Faculty - In 1999, a full-time faculty member was hired to teach the major courses and serve as the News/Sports Director. That same person was appointed program director in 2002 at the time of receiving tenure. This person teaches the majority of the primary courses in the program. In addition, a full-time professional support staff member (Station Manager) also teaches part-time in the program. Both have had a minimum of 17-20 years of professional experience. Two other full-time faculty members, who teach supportive courses, in this program and in others, also have a combined 18+ years of professional experience. Collectively, the faculty members have had a teaching experience that ranges from 10-30+ years.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	69%	70%	66%	75%	72%
PT Faculty FTE in major courses (%)	31%	30%	34%	25%	28%
Student/Faculty FTE Ratio in major	19.6	32.0	19.5	18.5	18.9

Facility & Equipment Condition - Overall, the transmitter is in excellent condition, as are all the electronics devices in the telemetry rack (EAS system, modulation monitor, distribution amplifier, Orban audio processor, remote control unit, STL transmitter, Marti).

New equipment/technology:

1. Audio consoles in all three of our studios (main studio, production studio and news booth).
2. An expanded and remodeled production studio space that includes new studio furniture and acoustic treatments.
3. Digital camcorders and non-linear editing systems for our TV production sequence.
4. A teleprompter in the TV studio.
5. New titling software and hardware in the TV studio that adds professional-looking graphics to our studio productions.

3. List strengths of the program.

?? Increased enrollments over past 5 years.
?? Steady employment in local labor market.
?? Cost-effective program.
?? State-of-the-art equipment.
?? Hiring of full-time faculty member to coordinate program.
?? Upgraded curriculum so that content was more timely and relevant to current industry based upon recommendations of Advisory Committee.

4. List concerns related to the program.

?? Need to increase the number of program completers.
?? Will need to replace aging tape cartridge machines in radio station.
?? Need to address studio lighting in the PCETV studio.

5. List quality improvements recommended for the program as a result of the review.

?? In an effort to increase program completers, we have taken the following steps:
1. Mandatory academic advising for all Radio/TV majors.
2. Discussing the issue with employers and members of the program advisory committee.

?? Equipment and lighting will be addressed as a part of the department's Operational Planning process.

6. Describe any unique innovations recently implemented for this program area.

?? Music program format changed from "oldies" to "urban" and "rap" after 6:00 p.m., which has dramatically increased the number of listeners; in fact, the result has been that WPCD has become the most popular station among 14-24 year olds after 6:00 p.m.
?? Changed broadcast schedule from 6:00 a.m. - midnight to 24 hours a day, 7 days a week.
?? Added automation system for overnight broadcast.
?? WPCD Student Management Committee gives students the opportunity to program the radio station.
?? Student crews are assembled to do live-to-tape coverage of Parkland's Men's and Women's basketball games for PCETV.
?? A student produced newscast airs once per month on PCETV.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	F MCB	AAS	Mass Communications: Broadcasting	03	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number: Mass Communications: Communications Technology-100104

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	8	15	17	21	11
Seatcount in major courses	330	375	400	423	366
First-time at Parkland (fall)	2	10	9	9	6
Attempted Credit Hrs (program majors)	112	235	318	283	123
Attempted Credit Hrs (in major courses)	1047	1172	1290	1286	1098
Student FTE (Summer+Fall+Spring FTE)	7.47	15.67	21.20	18.87	8.20
Completers %	0	13.3%	5.9%	0	0

?? Enrollments, credit hours, and student FTE in this program option have dropped off since increasing by 165% from 1997 to 2000 (although there could be other reasons for the decline the most likely is that during the 2001 period the department discovered that a number of people who had initially declared that they were Com Tech majors had changed their concentration, but had failed to also officially change their program code. Thus, a number of "majors" were flushed from the system).

?? Seats taken in major courses have remained steady over the past 5 years.

?? Job market remains competitive, but steady. According to Horizons, 2001, employment in Illinois for broadcasting technicians is projected to show slower than average growth through the year 2006. Most job openings that arise will be from the need to replace those who transfer to other kinds of work or leave the labor force. According to the advisory committee input, most broadcast engineers work as "contract engineers" servicing up to five radio or TV stations at the same time. Many technicians are also being drawn to computer-related fields.

Labor Market Analysis (advisory committee input, want ad analysis)

	1998
Number of Respondents	1
Percent Employed (of Grad Survey Respondents)	100.0%
Career-related Job Placement (% employed)	100.0%
Percent employed Part-Time	0

2. ***Is the program cost-effective? How was this determined?***

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$289.33	$418.65	$339.89
Peer Group Average	$243.54	$311.56	$276.35
Statewide	$183.69	$239.00	$208.46
Overall College	$199.21	$210.59	$226.19

Investment in new equipment over the past 3 years and salaries of experienced faculty have increased this program unit cost. However, since the courses in

the curriculum are a combination of ELT and COM this is generally a cost-effective program. Much of the diagnostic equipment purchased for the Radio-TV side of the Communications Tech program is funded by Perkins Grant money. The remaining equipment used by Communications Tech students comes from the ELT side. Communications Tech students also cross over and take radio and television production courses, which helps spread out the costs. We expect the radio and TV "big ticket" equipment purchases to sustain the program for many years to come.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	25.0%	20.0%	35.3%	38.1%	27.3%
Percent Minority (Unduplicated Headcount)	37.5%	40.0%	47.1%	52.4%	27.3%
Average Age (Unduplicated Headcount)	25.1	23.6	23.8	22.7	29.3
Completing Courses (Program Majors)	84.1%	83.1%	68.4%	76.7%	86.9%
Average GPA (Program Majors)	2.76	2.31	2.38	2.16	2.63
Seats taken in Major Courses (Program Majors)	19.4%	20.8%	23.3%	24.8%	22.7%
Persistence Fall to Spring (Program Majors)	50.0%	66.7%	80.0%	78.6%	75.0%
Persistence Spring to Fall (Program Majors)	80.0%	70.0%	66.7%	69.2%	87.5%
C Grades or Better (All students taking Major courses)	74.8%	74.9%	74.0%	67.6%	72.1%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	0	2.00	0	0	0
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	0	2.00	0	0	0
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	0	2.00	0	0	0

Faculty - The primary courses in this program are taught in the Technical Business Training program (ELT courses). Full time faculty members in Mass Communications teach COM courses. Instructors in the COM program have 10-25+ years of professional and teaching experience.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	61%	86%	71%	87%	77%
PT Faculty FTE in major courses (%)	39%	14%	29%	13%	23%
Student/Faculty FTE Ratio in major	19.4	38.4	17.6	15.7	19.0

Facility & Equipment Condition - Overall, the transmitter is in excellent condition, as are all the electronic devices in the telemetry rack (EAS system, modulation monitor, distribution amplifier, Orban audio processor, remote control unit, STL transmitter, Marti).
New equipment technology:

1. Audio consoles in all three of our studios (main studio, production studio and news booth).
2. An expanded and remodeled production studio space that includes new studio furniture and acoustic treatments.
3. Digital camcorders and non-linear editing systems for our TV production sequence.
4. A teleprompter in the TV studio.
5. New titling software and hardware in the TV studio that adds professional-looking graphics to our studio productions.

3. *List strengths of the program.*

?? Cost-effective program.
?? State-of-the-art equipment.
?? Highly experienced full time faculty member to coordinate program.
?? Upgraded curriculum based upon recommendations from Advisory Committee; course offerings in the ELT program give students the all-around skills needed to succeed as radio-TV engineers or computer networking specialists.
?? Job market remains strong for technical experts.
?? WPCD radio station (laboratory) offers students an opportunity to repair and maintain broadcast equipment.
?? Program has demonstrated diversity in student enrollment. The percent of

females enrolled has varied from a low of 20% in 1996 to a high of 38% in 2000 while minority enrollments have been as high as 52.4% in 2000.

4. List concerns related to the program.

?? Need to increase the number of program completers.

5. List quality improvements recommended for the program as a result of the review.

?? In an effort to increase program completers, we have taken the following steps:

1. Mandatory academic advising for all Radio/TV majors.
2. Discussing the issue with employers and members of the program advisory committee.

6. Describe any unique innovations recently implemented for this program area.

?? Added courses in Computer Networking in response to Communications Technology Advisory Panel recommendations.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	F MCC	AAS	Communications Technology	03	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:E TELAAS-Telecommunications Systems Technology(150310)

****NEW PROGRAM IN FISCAL YEAR 2001*****

A. Program Review Summary

There has not been sufficient enrollment in any program major courses to allow them to be offered due to program marketing and low interest from the public. Telecommunications positions within large corporations are union based and once a position is announced, candidates are often selected that have electronics education and/or experience. The program was created based on information from a local telecommunications company, which may not have represented a consensus from the industry as a whole.

The labor market is not large enough to support this program at this time. The expansion phase of the telecommunications and networking companies during the last decade has severely contracted due to the downturn in the economy. The increase in capital and personnel for expanding fiber optic networks and high speed switching equipment has been put on hold to minimize costs during this downturn. Recent news reports of companies laying off employees and eliminating departments will provide skilled labor and telecomm professionals for those companies still in need of additional employees.

As a result of the limited enrollment numbers, the program was modified to a telecommunications certificate this academic year (FY 03) and the new certificate program was placed next to the electronics program in the catalog to advertise the program and improve it's visibility to those with a interest in technical programs similar to electronics. The certificate program may also attract those already working in the telecomm field as a way to further their education.

The program director recommends that this program is removed for the FY 04 while at the same time keeping the courses available as a specialization for the Electronic Control Systems Associates degree and/or as electives within the ECS program. This alternative specialization in the Electronics Control Systems program would be for those individuals that would prefer a stronger concentration in Telecommunications / Networking vs. Control systems. Offering this specialization within the Electronics Control Systems degree program would strengthen the lower level courses to the ECS program and provide an alternate technical direction for graduates. The telecommunications industry will need more technicians in the future as the existing labor force continues to age and the electronics fundamentals of the ECS program are the same as those that would have been offered in the certificate program.

Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	ETEL	AAS	Telecommunications Systems Technology	03	3

REPORT ACTIONS TAKEN ON PART B, Form B-1.

Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number: E ECSAAS-Electronics Control Systems Technology (150402)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	51	49	40	40	35
Seatcount in major courses	423	467	452	386	450
First-time at Parkland (fall)	16	13	6	12	12
Attempted Credit Hrs (program majors)	757	759	550	616	505
Attempted Credit Hrs (in major courses)	1347	1473	1464	1192	1359
Student FTE (Summer+Fall+Spring FTE)	50.47	50.60	36.67	41.07	33.67
Completers %	7.8%	10.2%	7.5%	15.0%	8.6%

Yes, there is a need for the program to provide industry with the training and technicians needed to install and maintain the computer and electronic control systems that are used in manufacturing, energy conservation, automation, and robotics.

Enrollment in community college technical courses and programs are market driven and related to the job opportunities for the students that complete the courses, certificate and/or degree programs. It is important to stay current with the technology and business trends and to have the curriculum reflect the knowledge and skills that employers are looking for. The completion of a A.A.S. degree can improve ones chances to obtain a new position or promotion, but if not completed, it does not have the same negative impact or career limitations as an incomplete bachelors degree.

Students that enroll in technical courses are often seeking knowledge and skills that can be directly applied to their jobs and they may not enroll in a program or finish a degree but continue to take technical courses that reflect their changing job needs.

Although program enrollment is down 31% since the 1997 Program Review, course enrollments increased by 17% from FY 2000 to FY 2001. This decrease in program enrollment and increase in course enrollment is a reflection of the student needs for specific training as opposed to the need to complete the actual degree. A once significant program during the seventies and early eighties, the electronics industry has matured to the point where electronics are designed and manufactured with high quality and low cost that is not economically feasible to repair them. However, it is important to train technicians that understand the electronic and computer control systems that need to be installed, configured, and repaired. The knowledge and skills required of the electronics technician has not been reduced as a result of these changes, but has shifted in emphasis and expanded to include other technologies. The changes in business has resulted in a reduction in the demand for electronics technicians that are qualified to prototype and troubleshoot circuit boards to those that understand and can apply electronics technology to control systems being used in energy management, process control, manufacturing, and automation.

In FY 2001, the electronics program was greatly modified to reflect current market needs of the district with input from the electronics instructors before being submitted to the advisory committee for input. The advisory committee made further suggestions that were implemented for the fiscal year 2002, which included courses on robotics and automation, electrical interconnects and control devices, systems thinking, and the need to retain an assembly language programming course. The program was directed to a labor market that focused on "Bench Technicians" and as such contained curriculum that focused on the design, construction, and testing of electronic circuits to the component level. The modified electronics program is designed to address a diverse and changing job environment for the electronics technician and the curriculum will need to be monitored and adjusted as the needs of business and industry change.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	2	3	2	5	2
Percent Employed (of Grad Survey Respondents)	100.0%	100.0%	50.0%	40.0%	50.0%
Career-related Job Placement (% employed)	0	33.3%	0	100.0%	100.0%
Percent employed Part-Time	0	66.7%	100.0%	0	0

2. *Is the program cost-effective? How was this determined?*

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College....................	N/A	N/A	N/A
Peer Group Average..........	N/A	N/A	N/A
Statewide..................	N/A	N/A	N/A
Overall College....................	$199.21	$210.59	$226.19

There was no unit cost data available for this program, however the program is cost effective since the cost of the courses is shared with other programs (Telecommunications, A+ Certification and Electrical Power). Technology programs and courses are expensive; as they require additional space and equipment that does not lend itself to the traditional chalkboard and chairs classroom which can be used for multiple courses. The cost of the modified Electronic Control Systems program will include new equipment and space if it is to be successful in its transformation from educating and training "bench technicians" to that of control systems technicians.

Faculty - Faculty consists of:

?? One full-time instructor: Phd Electrical Engineering, Professional Engineer, 15 years of teaching experience at Parkland.
?? One full-time instructor: EdM Training Programs, BS Industrial Technology, CPE, CCNA, and A+ certified, 18 years of teaching experience at Parkland. 10 plus years business experience in engineering and managerial positions.
?? Four part-time instructors: Various qualifications and experience - retained as needed.

The full-time faculty teach courses in several program areas.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	49%	78%	73%	59%	71%
PT Faculty FTE in major courses (%)	51%	22%	27%	41%	29%
Student/Faculty FTE Ratio in major	18.6	16.8	12.0	10.4	12.1

Facility & Equipment Condition -

Facilities are space constrained for the Industrial\Automation equipment that is used in the labs. The classrooms do not have adequate Audio/Visual equipment and /or computer equipment to make use of the Internet, computer-based teaching aids and curriculum.

Lab equipment is currently being repaired and/or replaced as resources allow but it is difficult to maintain existing labs and/or increase class size due to financial and personnel constraints.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	11.8%	8.2%	10.0%	15.0%	11.4%
Percent Minority (Unduplicated Headcount)	17.6%	20.4%	20.0%	27.5%	34.3%
Average Age (Unduplicated Headcount)	28.7	29.1	30.5	29.1	26.8
Completing Courses (Program Majors)	90.9%	79.2%	83.1%	76.4%	78.3%
Average GPA (Program Majors)	3.07	2.60	2.68	2.55	2.53
Seats taken in Major Courses (Program Majors)	31.0%	36.6%	26.8%	35.8%	36.9%
Persistence Fall to Spring (Program Majors)	72.1%	72.7%	73.3%	71.0%	67.9%
Persistence Spring to Fall (Program Majors)	68.8%	42.4%	80.8%	69.2%	61.9%
C Grades or Better (All students taking Major courses)	87.0%	85.2%	81.2%	77.2%	82.0%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	4.00	3.67	3.00	2.80	2.50
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	4.00	3.00	2.50	1.60	3.50
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	0	3.00	0	3.50	4.00

3. *List strengths of the program.*

?? The program is undergoing major revisions to be aligned with the needs of the electronic industry.

?? The full-time program faculty is highly experienced, with more than 30 years total teaching experience at Parkland, and more than 10 years business/industry experience.

?? Course enrollments are up from two years ago but the program will need 3 years of enrollment data to determine if the correct changes were made.

4. *List concerns related to the program.*

?? It is important to market the Electronics Control Systems program to new students looking for high tech careers as an attractive alternative to the computer and networking field. The recruitment of new students that are capable understanding Electronic Control Systems is very important.

?? The program curriculum needs to reflect the knowledge and skills that employers need and it must contain the equipment and facilities that will provide the opportunity for the student to physically do the work and to learn through their experiences in a environment that is current in its technology and diverse in its content.

5. *List quality improvements recommended for the program as a result of the review.*

?? The rooms and equipment are being modified and updated as time and resources allow and it should again be noted that the administration has been very supportive in providing dollars to implement the changes in the electronics department to align it with the needs of the community.

?? The curriculum is under discussion as to the breadth and depth of the core and advanced courses required by industry to ensure that we provide the educational experience that will allow for the student to be a successful lifelong learner.

?? As we gather and analyze data from academic assessment to improve student learning, we will modify our teaching styles and our curriculum to improve student learning and the program.

?? The inclusion of the ELPCER program as a whole into the ECS associated degree was discussed at the advisory group meeting and it was recommended that residential wiring and the motors course be removed from the associate's degree program to make room for the networking courses which have become ingrained in the electronics technology career fields.

?? The program director recommends that the ECS program be modified to include a Telecommunications /Networking specializations. The alternative specialization in the Electronics Control Systems program would be for those individuals that would prefer a stronger concentration in Telecommunications / Networking vs. Control systems. Offering this specialization within the Electronics Control Systems degree program would strengthen the lower level courses to the ECS program and provide an alternate technical direction for graduates. The electronics programs have supplied technicians for the telecommunications industry in the past and the inclusion of a specialization will improve our ability to supply those types of trained personnel.

6. Describe any unique innovations recently implemented for this program area.

The program was significantly modified for the 2002 fiscal year and the changes and progress will be presented to the Electronics Advisory Committee this academic year to allow for an external review before making any additional changes or modifications.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	EECS	AAS	Electronics Control Systems Technology	03	2

REPORT ACTIONS TAKEN ON PART B, Form B-1.

Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:E MPECER-A+ Certification (150402)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	2	4	5	5	2
Seatcount in major courses	170	253	227	229	315
First-time at Parkland (fall)	0	1	1	0	0
Attempted Credit Hrs (program majors)	33	41	42	46	9
Attempted Credit Hrs (in major courses)	510	698	681	687	945
Student FTE (Summer+Fall+Spring FTE)	2.20	2.73	2.80	3.07	.60
Completers %	100.0%	50.0%	0	20.0%	100.0%

Yes, there is a need for the program to provide certification training for the computer and networking industry.

Decrease in enrollment from 2000 to 2001 was probably due to the first modification from Microcomputer Certificate to A+ Certificate, which had significant changes in courses that made up the program. The old program (FY 2000) contained a subset of the courses from the two ELT programs and the program completers were students picking up the microcomputer certificate before earning their associate's degree. Additional factors that contributed to low enrollment were that the courses added to the certificate program were additional degree requirements and did not gain sufficient enrollment due to crowded schedules of targeted student population and/or program marketing. The current program (FY 2003) has addressed these issues and in order to determine if the modified A+/Net+ is successful, data will have to be collected and analyzed.

Enrollment in courses related to computers and networking have been increasing in response the job market and employers are looking to certification as a means of identifying those applicants that will be technically competent. The number of course enrollees will be higher than program majors as there are courses from this program that are required in other college program majors.

As the number and complexity of computer and networking systems increases in both business and the home, the need for hardware related courses would continue.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	1	1	3	2	2
Percent Employed (of Grad Survey Respondents)	100.0%	100.0%	66.7%	100.0%	100.0%
Career-related Job Placement (% employed)	0	100.0%	100.0%	0	50.0%
Percent employed Part-Time	0	0	50.0%	100.0%	0

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	N/A	N/A	N/A
Peer Group Average	N/A	N/A	N/A
Statewide	N/A	N/A	N/A
Overall College	$199.21	$210.59	$226.19

There was no unit cost data available for this CIP code. The program is considered to be cost effective because the cost of the courses is shared with other programs (Telecommunications, Electronics Control and Electrical Power). Hardware courses in computers and networking require sufficient equipment to provide a hands-on learning environment (2-students/lab) and the equipment needs to reflect the current status of equipment used in business and industry.

Faculty - Faculty consists of:

?? One full-time instructor, who teaches in several program areas: EdM Training Programs, BS Industrial Technology, CPE, CCNA, and A+ certified, 18 years of teaching experience at Parkland. 10 plus years business experience in engineering and managerial positions.
?? One part-time instructor: Computer and networking experience.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	71%	75%	0	26%	68%
PT Faculty FTE in major courses (%)	29%	25%	100%	74%	32%
Student/Faculty FTE Ratio in major courses (N:1)	19.1	19.1	17.2	19.5	20.8

Facility & Equipment Condition - Facilities have adequate space for 20 students that include 10 2-person lab benches for lecture and lab work. The computer equipment used in lab is approximately seven years old but it is well maintained, there are spare parts and an assortment of adapters and peripherals available to the students. The room is equipped with the test equipment and tools needed to work on the computers and the program has just received new components that will allow for upgrading the labs and an additional High School Dual Credit section to be added to the course.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	0	25.0%	0	0	0
Percent Minority (Unduplicated Headcount)	0	0	80.0%	40.0%	0
Average Age (Unduplicated Headcount)	32.4	27.4	31.7	30.6	45.0
Completing Courses (Program Majors)	91.2%	52.8%	94.9%	80.2%	100.0%
Average GPA (Program Majors)	3.41	2.61	1.48	2.64	3.44
Seats taken in Major Courses (Program Majors)	47.6%	50.6%	49.8%	65.1%	65.1%
Persistence Fall to Spring (Program Majors)	0	0	75.0%	33.3%	0
Persistence Spring to Fall (Program Majors)	0	0	33.3%	0	0
C Grades or Better (All students taking Major courses)	89.4%	90.5%	89.4%	86.5%	82.9%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	3.00	3.00	2.00	3.50	2.00
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	2.00	2.00	2.00	3.50	2.00
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	0	4.00	2.50	0	1.00

3. List strengths of the program.

?? The program is monitored and revised as needed to keep current with the needs of the other college computer program majors and the needs of business and industry.
?? The full-time program faculty is experienced and certified in the areas of computer repair and networking.
?? The part-time faculty works in the community in a high tech computer related position in addition to maintaining a small computer networking business.

?? Course enrollments are up and the addition of one High School Dual Credit section will help to continue this trend.

4. List concerns related to the program.

?? It is expensive in time, space and dollars to maintain the lab and equipment in the manner necessary to teach the courses and the learning curve is always moving due to changes in technology and software.

?? The program curriculum needs to be continuously reviewed and modified to reflect the knowledge and skills that employers need and it must contain the equipment and facilities that will provide the opportunity for the student to physically do the work and to learn through their experiences in a environment that is current in its technology and diverse in its content.

5. List quality improvements recommended for the program as a result of the review.

?? The rooms and equipment are under constant modification as time and resources allow organizing the computers, repair parts, tools, and manuals to stay current with the trends in business

?? The curriculum is under discussion as to the breadth and depth of the material needed to successfully pass the certification exams and to the amount of hands on content that the students are exposed to.

?? As we gather and analyze data from academic assessment to improve student learning, we will modify our teaching styles and our curriculum to improve student learning and the program.

?? The program will be continuously monitored and modified on an ongoing basis.

6. Describe any unique innovations recently implemented for this program area.

The program was modified for the 2002 fiscal year reflecting a combination of Electronics and Computer Science courses that should prepare the students to pass the A+\NET + certification exams. The changes and progress will be reviewed by both the Electronics and Computer Science /Information Systems programs faculty before being presented to the Electronics Advisory Committee this academic year for an external review.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	E MPE	CER	A+ Certification	30	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:S CJSAAS-Criminal Justice (430107)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	199	161	177	162	169
Seatcount in major courses	1041	961	894	772	879
First-time at Parkland (fall)	78	51	56	59	62
Attempted Credit Hrs (program majors)	3000	2528	2901	2439	2618
Attempted Credit Hrs (in major courses)	3124	2904	2683	2310	2655
Student FTE (Summer+Fall+Spring FTE)	200.00	168.53	193.40	162.60	174.53
Completers %	13.1%	8.7%	9.0%	11.7%	5.9%

The area of criminal justice continues to be a viable market for student education. The events of September 2001 are expected to have an impact on enrollments within the field. Of the five local police and sheriff departments represented on the advisory board for the Criminal Justice program, all indicated that local need for officers would continue to increase, primarily due to the events of September 2001. Another trend that explains the need of the program is the increased awareness of the various career fields that are associated with the criminal justice degree. These include: security, probation and parole, corrections, and the numerous fields in the area of forensics.

Interest between the transfer and career program has changed from year to year. Although there has been a stable pool of students pursuing this degree, enrollment in 2001 has went up by 4.3% since decreasing by 8.5% from 1999 to 2000. We expect this upward trend to continue. Completion rates have changed over the last five years but the rate for 2001 may be an anomaly. We will need to watch this to see if there is a downward trend and make decisions accordingly.

On the State and National scene the employment forecast for police, sheriff and security officers are expected to increase substantially over the next 5 years. According to the Illinois Occupational Information Coordinating Committee statewide employment rates for police officers are expected to increase 28.3% and nationally 31.6%. For security positions the increase is forecasted to be 26.8% statewide and 28.6% nationally. And for sheriff's deputies the increase is expected to be 27.5% for the state and 34.2% across the country. The career information occupation report from the Economic Information & Analysis, IDES, identifies police and sheriff's deputies to have a "very favorable" employment outlook for the next 5 years.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	14	11	11	13	5
Percent Employed (of Grad Survey Respondents	100.0%	81.8%	81.8%	92.3%	80.0%
Career-related Job Placement (% employed)	7.1%	44.4%	44.4%	66.7%	100.0%
Percent employed Part-Time	7.1%	11.1%	22.2%	25.0%	0

According to the 2001 State Occupational Follow-Up Report and Occupational Outlook Handbook 32.7% (N=89) of the 2001 statewide graduates were not employed in a related field. At Parkland, we have seen a steady increase in the percentage of students who are finding jobs in the field of criminal justice. This may be the result of an increasing understanding of the various positions in society that constitute the field of criminal justice (e.g. security, courts, corrections, and law). Lower rates in previous years could also be a reflection of the time frame of the Parkland Graduate follow up survey, which is sent 6 weeks after graduation (some schools it is 6 months). One of the realities of the criminal justice field, specifically police and sheriff deputies, is that the hiring process for these jobs can range from 4 to 18 months depending upon the agency.

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$163.1	$183.93	$183.39
Peer Group Average	$179.27	$254.64	$220.32
Statewide	$175.13	$195.42	$191.77
Overall College	$199.21	$210.59	$226.19

This program is very cost effective to operate. The net instructional costs for the program are considerably less than the average cost for the college, as well as the average program costs statewide and for peer group institutions.

Faculty - Faculty in the criminal justice program consists of 1 full-time Associate Professor and 9 part-time instructors. The full-time faculty member is currently working towards an EdD degree and has obtained a Masters of Science degree. Two of the part-time faculty members have earned Jurist Doctorates, 3 have Bachelors degrees in Criminal Justice, and 4 have Master's degrees. A unique aspect of this faculty is that all members are current practitioners in the field of criminal justice and each has more than 10 years of experience.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	45%	48%	39%	38%	41%
PT Faculty FTE in major courses (%)	55%	52%	61%	62%	59%
Student/Faculty FTE Ratio in major	21.5	22.3	21.5	18.4	20.2

Facility & Equipment Condition - Our program has been fortunate to have a new classroom facility for the exclusive use of the criminal justice program. The classroom is equipped with all of the current modern teaching aids to include computer generated/LCD projection (VHS and digital video disks can also be shown via the LCD projector). The classroom has Internet capability, adequate storage space and a fully functional darkroom for future program development.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	33.2%	31.7%	37.9%	42.6%	39.6%
Percent Minority (Unduplicated Headcount)	20.6%	22.4%	23.7%	26.5%	30.8%
Average Age (Unduplicated Headcount)	23.1	23.6	23.7	24.0	23.5
Completing Courses (Program Majors)	77.3%	79.4%	80.4%	78.8%	80.7%
Average GPA (Program Majors)	2.30	2.26	2.34	2.25	2.22
Seats taken in Major Courses (Program Majors)	35.8%	32.3%	36.0%	29.9%	37.8%
Persistence Fall to Spring (Program Majors)	68.7%	64.1%	65.2%	61.6%	61.9%
Persistence Spring to Fall (Program Majors)	53.2%	60.4%	56.2%	60.2%	65.4%
C Grades or Better (All students taking Major courses)	76.0%	73.9%	78.3%	78.1%	76.7%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	3.79	3.55	3.36	3.38	3.60
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	3.43	3.27	3.40	3.08	3.40
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	3.00	3.00	3.50	3.38	4.00

3. *List strengths of the program.*

?? Unique faculty: All faculty members are current practitioners in the field of criminal justice and each has more than 10 years of experience.

?? One of the unique aspects of our program is our capstone class. The internship course is designed to give students an inside look at five very different police agencies and styles, unlike most internships that only allow the students to work at one agency. This educational opportunity helps each student recognize the types of agencies that he or she would prefer to work at. This saves a great deal of time and energy for the student.

?? The advisory board for the criminal justice program has indicated that the graduates of this program are well prepared to assume the position as a police officer.

?? Graduates of the Criminal Justice program, as indicated by the 1997 to 2001 *Parkland Graduate Follow-Up* survey results, are generally satisfied with the instruction and job preparation received.

?? Employment rate is high. According to the *Parkland Graduate Follow-Up* survey, between FY97 and FY01, at least 80% of the respondents every year reported being employed. We have seen a steady rise in employment figures in the career related category.

4. *List concerns related to the program.*

?? The advisory board for the Criminal Justice program has indicated that the writing skills of students need improvement. During our program evaluation we administer a comprehensive essay exam to all students in the capstone course (CJS 218 Internship). All of the evaluators noted that for the Spring 2000 students writing skills need to be improved. Comments centered on basics (spelling, punctuation, and format specially the concepts of comparison and contrast). The observations of the evaluators mirrored some of the concerns of local police chiefs.

5. *List quality improvements recommended for the program as a result of the review.*

?? In Spring 2000 we tried to create a link between the CJS 102 course with the ENG 102 (composition) course in order to improve students writing skills. We scheduled two sections of the linked class. Neither one of the sections were offered due to low enrollment. The following Spring we scheduled a single section of ENG 102 for CJS students. Again, due to low enrollment, the course was not offered. Since there was only one section offered, it is possible that the time the course was offered was not appropriate to students' schedules.

?? In the Spring 2001 semester we began bringing English instructors into the seminar portion of the internship class to continue to assist students with their writing. We have seen an improvement. The best example is the improved test scores that we have seen since beginning this extra instruction. In the internship course we give each student a capstone test, which are essay questions drawn from the major courses of the program. Students' test scores with regards to writing and style have shown a positive response. These observations are preliminary, as we have only just begun this additional instruction. We will continue to monitor and record the results.

?? We will also increase writing assignments in other CJS courses to address evaluators' concerns.

6. Describe any unique innovations recently implemented for this program area.

?? The most innovative change that has occurred in the Criminal Justice program is the creation of a team taught course, CHE 108 Essentials in Forensic Chemistry. A member of the criminal justice and chemistry faculty teaches this course. It is a combined course that reflects the real life mixture of police science and physical science. This course is required for all A.A.S. students and has been accepted by IAI as a transfer course for physical or life science.

?? The potential for program course development is wide open. With the new criminal justice lab we have the facilities to expand our current course offerings and create course work that would appeal to the current practitioners.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	S CJS	AAS	Criminal Justice	03	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:E ELPCER-Electrical Power (470105)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	23	22	14	15	19
Seatcount in major courses	234	261	283	264	276
First-time at Parkland (fall)	3	3	1	3	8
Attempted Credit Hrs (program majors)	146	183	123	107	175
Attempted Credit Hrs (in major courses)	769	840	946	826	828
Student FTE (Summer+Fall+Spring FTE)	9.73	12.20	8.20	7.13	11.67
Completers %	21.7%	27.3%	50.0%	33.3%	26.3%

Yes, there is a need for the program to provide training for industrial and maintenance personnel that live and work in the community as indicated by newspaper ads, personnel requests from companies and discussions with students employed in the area that are enrolled in the courses.

The strong enrollment in the ELPCER program courses became the basis for the program change in the Electronics A.A.S. degree. The Electrical Power certificate represented those courses that were both popular with students and important to employers as the topics related to everyday job functions and they have become the fundamental courses required for the Electronic Control Systems program.

The completion rates for the last five years averaged 27% without the exceptionally high 1999 data with a seat count average of 263. The completion rate is affected by course offerings, class schedules and the educational needs of both the students and employers. Additionally, program completion may not be the goal for students enrolled in these classes.

2. ***Is the program cost-effective? How was this determined?***

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College.....................	$385.01	$261.80	$248.33
Peer Group Average..........	$281.44	$194.97	$271.55
Statewide...................	$399.21	$263.88	$324.43
Overall College......	$199.21	$210.59	$226.19

The program costs are equivalent with other colleges that offer similar programs. In FY 2001 Parkland's unit cost for this program were less than the Peer Group and State average unit costs. The unit cost of this program is higher than the overall college unit cost because Industrial Electronics courses require sufficient equipment and space to provide a hands on learning environment (2-students/lab) and the equipment needs to reflect the current status of equipment used in business and industry.

Faculty - Faculty consists of:

?? One full-time instructor, who teaches in several program areas: EdM Training Programs, BS Industrial Technology, CPE, CCNA, and A+ certified, 18 years of teaching experience at Parkland. 10 plus years business experience in engineering and managerial positions.
?? Three part-time instructors: Experienced in Electrical and Industrial Controls. Two of the instructors are members of the IBEW

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	33%	60%	82%	62%	67%
PT Faculty FTE in major courses (%)	67%	40%	18%	38%	33%
Student/Faculty FTE Ratio in major	19.0	17.1	13.1	9.7	14.8

Facility & Equipment Condition - Facilities are space constrained for the maximum of 16 students that include 8 2-person lab benches for lecture and lab work. The computer equipment used for the classroom is approximately three years old and is up for replacement but it is doing the job. The industrial controls equipment to include PLC's, Motors, and Motor Controllers have been purchased over the duration of the past four years and it is in good shape for 14 students but the expanded class size to 16 students is not yet complete and it has strained the reduced available spare parts.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	4.3%	9.1%	7.1%	0	0
Percent Minority (Unduplicated Headcount)	8.7%	27.3%	42.9%	46.7%	15.8%
Average Age (Unduplicated Headcount)	35.1	29.0	34.0	30.4	32.2
Completing Courses (Program Majors)	96.2%	93.8%	93.2%	80.7%	96.1%
Average GPA (Program Majors)	3.14	3.03	2.93	2.58	3.36
Seats taken in Major Courses (Program Majors)	17.5%	27.6%	17.0%	24.6%	27.2%
Persistence Fall to Spring (Program Majors)	44.4%	63.6%	50.0%	44.4%	63.6%
Persistence Spring to Fall (Program Majors)	46.2%	27.3%	80.0%	60.0%	0
C Grades or Better (All students taking Major courses)	86.8%	85.8%	81.3%	75.4%	86.2%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	3.67	3.67	3.00	4.00	3.50
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	3.33	3.67	3.33	3.40	3.00
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	3.33	3.50	3.00	4.00	2.00

3. *List strengths of the program.*

?? The program is monitored and revised as needed to keep current with the needs of the business and industry.
?? The full-time program faculty is experienced and certified in the areas of Plant Engineering.
?? The part-time faculty are experienced in Industrial Controls and two of the instructors are members of the IBEW.
?? Most courses are taught by full-time faculty.

4. *List concerns related to the program.*

?? It is expensive to equip and maintain the lab in order to teach industrial controls in structured hands on learning environment.
?? The program requires more working space than it has and the space it uses is not adaptable in the sense that a classroom requiring only chairs and a blackboard.
?? The program curriculum needs to become more skills-based to ensure that the employers are receiving the quality of student capable of contributing to the bottom line of the company.

5. *List quality improvements recommended for the program as a result of the review.*

?? The rooms and equipment are under constant modification as time and resources allow organizing the industrial controls, computers, repair parts, tools, and manuals to stay current.
?? The curriculum is under discussion as to the breadth and depth of the material needed to for the employer base and a lab practical has been

developed for the individual courses to test the skill levels of the student completers.

?? There is a need to include a course on Pumps and perhaps a course on Hydraulics and Pneumatics. The addition of this type of course material would be useful to the person that chooses the Electrical Power Certificate or Industrial Maintenance specialization in preparation for industrial applications.

6. Describe any unique innovations recently implemented for this program area.

The program was previously a stand-alone certificate with limited opportunities for students to advance their education to a 2-year associate's degree program. The modified Electronic Control Systems program allows for previous certificate completers to further their education without any loss of program credits due to the changes in the ECS program.

Note: This program is to be reviewed and discussed with the department chair for similar content with the Industrial Maintenance / Automation program. The Engineering Sciences and Technology Department may decide to alter one or both programs or eliminate the Electrical Power-ELPCER program in favor of an Industrial Maintenance Certificate.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) Significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	E ELP	CER	Electrical Power	30	2

REPORT ACTIONS TAKEN ON PART B, Form B-1.

Date: **AUGUST 1, 2002**

CIP Code Category and Number: B OCTCER-Office Careers: Medical Transcription (510708)

A. Program Review Summary

1. Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	23	23	16	25	26
Seatcount in major courses	462	442	365	445	344
First-time at Parkland (fall)	4	5	3	10	9
Attempted Credit Hrs (program majors)	269	349	172	402	385
Attempted Credit Hrs (in major courses)	1331	1275	1037	1251	982
Student FTE (Summer+Fall+Spring FTE)	17.93	23.27	11.47	26.80	25.67
Completers %	4.3%	4.3%	12.5%	12.0%	19.2%

Enrollment trends have been fairly steady over the past five years. Completion rates may be affected by students who already have a strong secretarial background and come to Parkland and enroll in two or three courses to make them job ready in the medical transcription field. In the last three years, first-time Parkland students enrolling in this program have tripled.

Employment trends in the medical field indicate that job opportunities in this field will increase. There is a substantial amount of interest in this field of study based on (a) number of phone calls to OFC Program Director from people expressing interest in medical transcription, and (b) number of advertised positions. Most callers are interested in the field as a possible "work at home" job opportunity. Working as a medical transcriptionist can be very stressful because many employers require a minimum number of lines to be typed each day, medical terminology is constantly changing, and speech patterns and pronunciation of words by many physicians is difficult to understand.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	1	0	1	2	4
Percent Employed (of Grad Survey Respondents)	100.0%	0	100.0%	100.0%	50.0%
Career-related Job Placement (% employed)	0	0	0	100.0%	50.0%
Percent employed Part-Time	0	0	0	100.0%	0

Two major medical facilities directly affect our local labor market. Students who seek a job in the medical transcription field are finding employment. The decline in employment rate is explained as follows. There were four graduates who responded to the Graduate Follow-Up survey for this program in 2001. At the time of the survey, two were employed. Currently three of the four are employed in transcriptionist positions, and the fourth has moved out of state.

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College......................	$N/A	$N/A	$N/A
Peer Group Average..........	$192.14	$196.37	$N/A
Statewide...................	$242.49	$277.00	$282.00

Overall College....................$199.21 $210.59 $226.19

There was no Parkland unit cost data available for this program. However, the courses in this program are also part of other programs. Instructional costs in this program could have increased due to updated equipment purchased in 2001 and the cost of experienced faculty members teaching in this area.

Faculty -The three full-time faculty members in this area have a combined total of 55 years of full-time teaching experience. In addition, all full-time faculty members have worked in offices or related fields outside of education. Two full-time faculty members have M.Ed. degrees, and the third full-time faculty member has a M.S. degree. These full-time faculty teach courses in several program areas besides this one.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	88%	65%	79%	59%	67%
PT Faculty FTE in major courses (%)	12%	35%	21%	41%	33%
Student/Faculty FTE Ratio in major	11.6	10.6	7.8	12.3	9.7

Facility & Equipment Condition - The equipment being used was purchased new from the Dictaphone Corporation in 2001. All equipment is in excellent condition.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	100.0%	100.0%	100.0%	100.0%	100.0%
Percent Minority (Unduplicated Headcount)	26.1%	30.4%	43.8%	24.0%	15.4%
Average Age (Unduplicated Headcount)	26.8	27.6	28.7	30.6	29.6
Completing Courses (Program Majors)	89.4%	79.9%	77.0%	83.6%	83.6%
Average GPA (Program Majors)	2.58	2.88	2.46	2.76	2.61
Seats taken in Major Courses (Program Majors)	11.7%	17.9%	13.2%	23.4%	25.6%
Persistence Fall to Spring (Program Majors)	55.6%	82.4%	33.3%	73.7%	66.7%
Persistence Spring to Fall (Program Majors)	81.8%	46.7%	71.4%	57.1%	37.5%
C Grades or Better (All students taking Major courses)	82.3%	75.8%	74.2%	78.0%	76.2%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	4.00	0	4.00	4.00	3.75
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	4.00	0	4.00	4.00	3.25
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS)	0	0	0	2.00	4.00

3. *List strengths of the program.*

?? The one-year medical transcription program is very good. Students complete core courses such as medical terminology, transcription and medical transcription, as well as a typing sequence, career overview, and software applications such as word processing and database. Expectations of confidentiality and professionalism are emphasized.

?? The faculty member who teaches medical transcription has been teaching in this area for over five years.

?? Up-to-date Dictaphone equipment was purchased in 2001, and the machine transcription students transcribe their work on new computers using the most current version of Microsoft Word.

4. *List concerns related to the program.*

?? Office Careers faculty members should better use the results of follow-up studies completed by graduates. Because this program does not require an internship experience, faculty members do not have an effective way to gather information about how graduates perform at work. Relying on the survey to gain information about actual on-the-job performances of graduates should be beneficial to faculty members making curriculum decisions.

5. *List quality improvements recommended for the program as a result of the review.*

?? Parkland College should continue administering a follow-up survey of graduates and employers to try to determine if graduates are successfully working in the field and meeting or exceeding employer expectations.

6. ***Describe any unique innovations recently implemented for this program area.***

Program is ongoing and changes are made as required. New emphasis has been placed on typing speed because current employers require their medical transcriptionists to type approximately 1100 lines per day. The program has also been adjusted to prepare students to take exams administered by national companies who hire medical transcriptionists to work at home. The "Certified Medical Transcriptionist" (CTM) credential is offered via a two-part exam administered by the Medical Transcription Certification Commission at AAMT.

7. ***Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.***

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	B OCT	CER	Office Careers: Medical Transcription	20	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T CSMCER/T CMSAAS/T CSSAAS-Microcomputer Support Specialist (521202)

BEST COPY AVAILABLE

A. Program Review Summary

1. *Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.*

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	129	150	166	152	151
Seatcount in major courses	4962	5923	5848	5759	6076
First-time at Parkland (fall)	19	29	20	22	31
Attempted Credit Hrs (program majors)	1589	1915	2322	2060	2047
Attempted Credit Hrs (in major courses)	14367	17131	17044	17340	18207
Student FTE (Summer+Fall+Spring FTE	105.93	127.67	154.80	137.33	136.47
Completers %	21.7%	9.3%	10.2%	8.6%	11.9%

There is a continued and growing need for Computer Support personnel. Enrollment and job openings give a strong indication of that fact. Unduplicated headcount and Seatcount in major courses have increased since FY 1997 by 17% and 22% respectively. The fact is that microcomputers are everywhere and many computer users only know what is needed to perform specific functions. These individuals often need technical support both from a hardware/systems and software applications perspective.

Many microcomputer support specialists move into computer network administration for higher paying jobs. Microcomputer support specialist students might start in the program and decide to change to the Computer Network Administration Program for that reason.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	11	12	15	13	14
Percent Employed (of Grad Survey Respondents)	81.8%	58.3%	73.3%	76.9%	92.9%
Career-related Job Placement (% employed)	66.7%	71.4%	54.5%	40.0%	69.2%
Percent employed Part-Time	22.2%	28.6%	18.2%	30.0%	30.8%

Unemployment rates are higher than the 6.7% state average (based on the 2000 State Graduate Survey Report). However, unemployment rates have been consistently decreasing since FY 1998 to reach the 7.1% in FY 2001. To continue this upward trend the program is being revamped slowly by including relevant vendor certification in the area. Students will do more hands-on projects.

2. *Is the program cost-effective? How was this determined?*

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$191.10	$211.67	$250.15
Peer Group Average	$182.24	$205.07	$231.78
Statewide	$188.50	$206.44	$265.78
Overall College	$199.21	$210.59	$226.19

Most of the courses in these programs are shared with other programs. Although the instructional unit cost for Parkland seems higher, due to experienced faculty and equipment costs, as compared to the peer group and state averages these programs are cost effective.

Faculty - We have a faculty group made up of five full-time and 15-20 part-time instructors who have several years of teaching experience and working with the microcomputer. These faculty teach courses in other program areas besides these.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	62%	62%	57%	55%	63%
PT Faculty FTE in major courses (%)	38%	38%	43%	44%	37%
Student/Faculty FTE Ratio in major	19.8	18.7	18.7	18.3	16.9

Facility & Equipment Condition - We have excellent facilities and equipment for teaching. We must remain vigilant to maintain this level and remain current with software versions. Equipment for this program is mainly computers and cutting edge applications. Assessment software is essential for this program.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	62.0%	53.3%	57.8%	56.6%	53.6%
Percent Minority (Unduplicated Headcount)	22.5%	28.0%	25.9%	31.6%	31.8%
Average Age (Unduplicated Headcount)	33.7	32.5	34.3	34.1	34.7
Completing Courses (Program Majors)	87.0%	86.9%	87.4%	83.8%	85.1%
Average GPA (Program Majors)	2.97	2.89	3.03	2.89	2.99
Seats taken in Major Courses (Program Majors)	14.0%	15.3%	17.9%	20.6%	20.6%
Persistence Fall to Spring (Program Majors)	62.9%	60.4%	65.8%	63.2%	70.8%
Persistence Spring to Fall (Program Majors)	73.1%	73.1%	73.1%	73.5%	72.5%
C Grades or Better (All students taking Major courses)	71.0%	71.9%	71.5%	71.9%	72.0%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	3.82	3.42	3.27	3.15	3.29
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	3.45	3.00	2.86	2.73	2.38
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	3.00	3.00	2.56	2.75	3.33

3. *List strengths of the program.*

?? The strengths of our degree programs start with the faculty. We have a faculty group made up of five full-time and 15-20 part-time instructors who have several years of teaching experience and working with the microcomputer.
?? Energetic faculty. There is a willingness to work together and strive to continue to improve.
?? As previously stated, the equipment and facilities are excellent.

4. *List concerns related to the program.*

?? Work harder to review the options we have for making minor adjustments and major changes in our curriculum.
?? Continue to stay current with what our peers at other outstanding community colleges, statewide and nationally, are doing to keep up to date with course and program offerings. We especially need to determine our course of action for emerging courses and new program needs. We are weak in that area.
?? For faculty members teaching in CIS, it is an ongoing challenge to remain up to date. We need to be sure to continue to offer in-house training to those currently teaching computer courses. This is especially true for those teaching the new applications as they become available.
?? Watch for signs of emerging popularity of new programs. We are seeing an increased level of interest in expertise with database management.

5. *List quality improvements recommended for the program as a result of the review.*

?? We are making a significant effort to be more in touch with businesses in our district and surrounding area.
?? We are also trying to network with our peers at other community colleges and with some four-year colleges and universities.
?? While this idea is not a direct result of the program review, we are investigating a new program in Database Management. This program will probably have programming and application software pieces included in the degree.

6. *Describe any unique innovations recently implemented for this program area.*

We are working to provide alternative ways of offering teaching methods for different learning styles. We have several of our courses offered as traditional classes and as online classes. Some of our application software classes are being offered also in an open-entry, open-exit format. This allows the student to choose which method of instruction works best for him or her.

7. ***Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.***

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T CSM	CER	Microcomputer	20	1
b.	T CMS	AAS	Microcomputer Support Specialist-Systems	03	1
c.	T CSS	AAS	Microcomputer Support Specialist-Software	03	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T CPLAAS/T CPMAAS-Multi-Platform/Microcomputer Programmer (521202)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	94	122	159	158	157
Seatcount in major courses	4852	5776	5705	5606	5688
First-time at Parkland (fall)	24	36	42	43	42
Attempted Credit Hrs (program majors)	1277	1687	2208	2449	2371
Attempted Credit Hrs (in major courses)	14081	16751	16684	16940	17447
Student FTE (Summer+Fall+Spring FTE)	85.13	112.47	147.20	163.27	158.07
Completers %	5.3%	13.1%	8.2%	8.2%	9.6%

There is a continued and growing need for Computer programmers. Enrollment and job openings give a strong indication of that fact. Job openings and salary opportunities hit a high for the Y2K factor. The industry trends seem to indicate a growing demand for additional education being required for programmers. According to the *Occupational Outlook Handbook*, about 41% of programmers have less than a Bachelor's degree. From community colleges in Illinois, Business Computer Programming was the largest single occupational program in FY2000. "If the silver lining has a cloud," it is the challenge to provide "JIT" (Just In Time) programming languages and versions of those languages to our students.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	2	11	15	8	11
Percent Employed (of Grad Survey Respondents)	100.0%	100.0%	66.7%	62.5%	72.7%
Career-related Job Placement (% employed)	50.0%	81.8%	90.0%	80.0%	75.0%
Percent employed Part-Time	0	9.1%	0	0	37.5%

Since FY 1999 fewer employed graduates are employed in a career-related field. Based on conversations with industry personnel, fewer mainframe programmers are being hired because the turnover rate for employees in these positions is fairly low. There seems to be a nationwide preference in hiring more programmers with BS degree as opposed to programmers at the Associate degree level because of the well-rounded personalities upon receipt of a BS degree. Additionally, there seems to be a preference among large companies to hire more international programmers because of their knowledge of Personal Software Process, which is a software development management tool and their lower wages.

Immediate response to developing the new programming languages as the old ones become obsolete is also an on-going process within the department. As a result of these findings, the CSIT department has decided to revamp the existing Programming Specialization program to include newly developed courses on software development management area as well as new courses on the most recent programming languages. As the program evolves to accommodate industry preferences and demands, our students will earn the skills needed to better align themselves with the industry needs. We also need to constantly remind students who are getting "average or only slightly above average" (about 12% of students enrolled in required courses in the last 5 years) grades in programming that they are going to find a very "tight" job market.

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$191.10	$211.67	$250.15
Peer Group Average	$182.24	$205.07	$231.78
Statewide	$188.50	$206.44	$265.78
Overall College	$199.21	$210.59	$226.19

Most of the courses in these programs are shared with other programs. Although the instructional unit cost for Parkland seems higher, due to experienced faculty and equipment costs, as compared to the peer group and state averages these programs are cost effective.

Faculty - For faculty members teaching programming, it is an ongoing challenge to remain up to date. We need to be sure to continue to offer in-house training for those teaching the object-oriented programming languages and the new versions of those languages. We have a faculty group made up of five full-time and 15-20 part-time instructors who have several years of teaching experience and working with the microcomputer. These faculty teach in other program areas besides these.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	65%	66%	58%	55%	63%
PT Faculty FTE in major courses (%)	35%	34%	42%	45%	37%
Student/Faculty FTE Ratio in major	19.4	18.7	19.1	18.3	17.9

Facility & Equipment Condition - We have excellent facilities and equipment for teaching. We must remain vigilant to maintain this level and remain current with software versions based on industry trends. This can be expensive and time consuming since we need to change all of our labs and curriculum accordingly.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	53.2%	50.8%	52.8%	49.4%	53.5%
Percent Minority (Unduplicated Headcount)	28.7%	25.4%	34.6%	32.9%	29.9%
Average Age (Unduplicated Headcount)	31.0	30.4	30.4	30.6	30.1
Completing Courses (Program Majors)	90.0%	86.0%	82.9%	80.8%	84.2%
Average GPA (Program Majors)	3.01	2.76	2.78	2.93	2.82
Seats taken in Major Courses (Program Majors)	14.2%	15.4%	18.0%	20.6%	20.9%
Persistence Fall to Spring (Program Majors)	65.5%	63.5%	71.3%	70.0%	66.4%
Persistence Spring to Fall (Program Majors)	67.8%	57.1%	69.8%	72.0%	68.0%
C Grades or Better (All students taking Major courses)	70.7%	71.3%	71.1%	71.5%	72.6%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	4.00	3.42	3.27	3.13	3.00
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	3.00	3.33	3.20	2.88	2.64
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	4.00	2.70	3.70	2.75	3.67

3. *List strengths of the program.*

?? The strengths of our programming degree programs start with the faculty. We have a faculty group that, as a group, does have several years of programming experience, is energetic and willing to work together and strive to continue to improve.

?? We continually survey the business community to make sure courses offered in this program are in agreement with the demand in the Information Technology field. We are also aware of legacy systems and programming languages, thus avoid discontinuing the courses needed to maintain the legacy system's need. To maintain the balance between offering the state of the art courses as well as offering enough sections of the older courses to provide a smoother transition for majority of the companies is one of the strongest points of this program.

?? As previously stated, the equipment and facilities are approaching outstanding.

4. *List concerns related to the program.*

?? We need to continue to stay current with what our peers at other outstanding community colleges, statewide and nationally, are doing to keep up to date with course and program offerings.

?? We especially need to further develop our instruction with mid-range computer systems.

?? We need to prioritize our future actions based on student and industry demand.

5. ***List quality improvements recommended for the program as a result of the review.***

?? We are making a significant effort to be more in touch with businesses in our district and surrounding areas.
?? We are also trying to network with our peers at other community colleges and with some four-year colleges and universities.
?? We will be meeting this semester with our Campus Technologies area to discuss the possibility of obtaining a minicomputer system that seems to be demanded by some of the bigger companies such as State Farm.
?? We are sending faculty to workshops for VB.Net and the Personal Software Process (PSP).

6. ***Describe any unique innovations recently implemented for this program area.***

We recently purchased Microfocus COBOL to allow for teaching COBOL on the microcomputer. The COBOL classes are now articulated with 4-year colleges. We are working to remain current in our Object-Oriented Programming languages.

7. ***Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.***

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T CPL	AAS	Multi-Platform Programmer	03	1
b.	T CPM	AAS	Microcomputer Programmer	03	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T WSDAAS/T WSPAAS/T WSMCER/T CGICER/T ASPCER/T WSAAAS-Website Creation and Maintenance (521202)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR		
	1999	2000	2001
Unduplicated Headcount	32	83	136
Seatcount in major courses	1804	2060	2163
First-time at Parkland (fall)	16	37	44
Attempted Credit Hrs (program majors)	367	1188	1824
Attempted Credit Hrs (in major courses)	5156	5753	5929
Student FTE (Summer+Fall+Spring FTE)	24.47	79.20	121.60
Completers %	0	1.2%	4.4%

We've grown a total of 325% in the last three years, from 32 to 136 students, averaging 35 new students per the last 3 years. We're still growing and should continue to do so in the next few years. All of the other indicators such as seatcount in major courses, attempted credit hours, FTE and completion rate have also shown this upward trend.

Labor Market Analysis (advisory committee input, want ad analysis)

	2001
Number of Respondents	5
Percent Employed (of Grad Survey Respondents)	40.0%
Career-related Job Placement (% employed)	100.0%
Percent employed Part-Time	0

The growth market for computer programmers has remained. Statewide, 26.9% of the related graduates are employed in non-related fields, while at Parkland those who were employed and responded were working in a related field. Due to the current downturn in technology hire and the newness of the programs we are experiencing high unemployment. We are confident that as the economy turns around hires will pick up.

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$191.1	$211.67	$250.15
Peer Group Average	$182.24	$205.07	$231.78
Statewide	$188.50	$206.44	$265.78
Overall College	$199.21	$210.59	$226.19

The program utilizes the great variety of Open Source software that can be used free of cost. We are on a three-year rotation for computers lab hardware. The Perkins's grant program has paid for major equipment in the past. Since we've just started some of these programs, we have experienced slightly higher startup costs. This is reflected in the higher Parkland unit cost as compared to peer group and state averages before FY 2001.

Faculty - All 6 tenured FT faculty have masters degrees, some have MS on Computer Science. The FT faculty has an average of 7 years of industry experience. These faculty teach in other computer programs besides these.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	19%	58%	51%	79%	58%
PT Faculty FTE in major courses (%)	81%	42%	49%	21%	42%
Student/Faculty FTE Ratio in major courses	24.6	18.4	19.9	18.7	19.3

Facility & Equipment Condition - The program uses Pentium 3 computers with up to date versions of the software.

Summary Data for Quality Questions

	FISCAL YEAR		
	1999	2000	2001
Percent Females (Unduplicated Headcount)	37.5%	44.6%	51.5%
Percent Minority (Unduplicated Headcount)	21.9%	41.0%	42.6%
Average Age (Unduplicated Headcount)	28.3	29.6	29.2
Completing Courses (Program Majors)	77.6%	85.4%	83.7%
Average GPA (Program Majors)	2.61	3.04	2.71
Seats taken in Major Courses (Program Majors)	29.3%	33.0%	37.0%
Persistence Fall to Spring (Program Majors)	60.0%	66.0%	62.0%
Persistence Spring to Fall (Program Majors)	63.6%	83.6%	67.4%
C Grades or Better (All students taking Major courses)	73.6%	73.2%	70.6%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	0	0	3.40
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	0	0	3.50
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS)	0	0	3.50

3. *List strengths of the program.*

?? We've a unique program that's on the leading edge of web technologies. Very few schools offer even a single web-programming course. We're staying on top of technologies, even offering the first C++ community college course in Illinois.

?? We have full support of the administration and the local community.

4. *List concerns related to the program.*

?? It is extremely difficult for faculty to remain abreast of all the current technological innovation and for them to find time to learn these things.

?? There is a lack of minority faculty.

5. *List quality improvements recommended for the program as a result of the review.*

?? More training time for faculty.

?? Hiring more minority faculty. Among the initiatives taken to attract more minority faculty are: 1. Actively recruiting minority students to get in to college's PROF program which provides the academically high standing minority students with funding through completion of Master degree who will then teach for up to five semesters for Parkland College, 2. Actively recruiting minority students in the IT area who will then be able to teach IT courses, and 3. Getting involved with organizations such as Don-Moyers boys club through technology grants and actively recruiting more minority students to CSIT courses.

?? In-house research for new technologies.

6. *Describe any unique innovations recently implemented for this program area.*

?? A general topic in web technologies course where we examine the current "hot" issues and examine them as learning community.

?? We've added database content to middle level courses in the last semester and an overview of database theory.

?? We're building more database specific curricula to all the web programs.

?? We've added more courses based on Microsoft's ASP and .NET produced this semester.

?? We've incorporated more professional software into our lower level tier of courses to capitulate to industry demands.

?? Group Projects have been added to numerous courses.

7. ***Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.***

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T WSD	AAS	Website Creation and Maintenance	03	1
b.	T WSP	AAS	Web Application Developer	03	1
c.	T WSM	CER	Basic Website Design and Management	30	2
d.	T CGI	CER	Apache CGI Web Programmer	30	2
e.	T ASP	CER	ASP Web Programmer	30	2
f.	T WSA	AAS	Web Database Administrator	03	2

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T VGAAAS/T VGPAAS/T VGWCER/T CGRCER-3D Computer Animation (521202)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	35	56	81	83	69
Seatcount in major courses	572	738	952	997	987
First-time at Parkland (fall)	8	17	35	29	27
Attempted Credit Hrs (program majors)	466	886	1390	1260	956
Attempted Credit Hrs (in major courses)	1783	2309	3021	3169	3080
Student FTE (Summer+Fall+Spring FTE)	31.07	59.07	92.67	84.00	63.73
Completers %	8.6%	3.6%	1.2%	9.6%	1.4%

Beginning 2001, the Computer Visualization programs were modified to open opportunities to a wider range of students. The Director of the Computer Animation programs recognized early on that the existing programs focused on a specific industry with more limited job opportunities and catered to a narrower group of students. He saw an opportunity to create a program that would offer skills and training associated with Hollywood style special effects, 3D Computer Animation, and 3D Gaming. Similar programs in these fields are typically located at institutions near major Hollywood production studios. The goal was to provide the same opportunities to students living in the Midwest. The programs were updated to offer a 3D Computer Animation Program for students with art backgrounds and Graphic Programming for students who excelled in mathematics and science. The 2001-2002 school year marks the first year of these modified programs and, being quite different in course content and curriculum from the previous programs, preceding comparing statistics do not reflect these changes.

With advancements in graphics hardware and software, three-dimensional graphics is becoming accessible to a wider and wider audience. From 3D films such as *Toy Story* to computer gaming to virtual reality and medical imaging, digital media content creation continues to expand. A recent quote from Newsweek reflects this growth:

> *Newsweek*, April 30, 2001: Jobs of the Future - New Career Paths
> *"The high-end graphics popular in Hollywood animation, computer games and virtual media require artists who are also computer programmers. The Labor Department projects employment for commercial artists to rise 25 percent by 2008, spurred in part by an increased demand for digital talent."*

According to Job Outlook, employment of visual artists (Computer Programmers and Visual Arts) is expected to grow faster than average (21-35%) for all occupations through the year 2008.

Another employment field for computer graphics and animation is the area of 3D visualization and simulation. The following information is from a study by Jon Peddie Associates (JPA) on the projected growth in the 3D visualization and simulation market over the next five years. Market segments covered range from defense and government, design and engineering, industry and business, to medical and scientific.
JPA forecasts that this market will triple in size over the next five years -- growing from an estimated $8.1 billion at the end of 2000 to $24.8 billion by the year 2005, as shown in the following table:

JPA Projected 3D VizSim Market Growth

	2001	2002	2003	2004	2005	2006
Total Revenue	$8.1	$12.6	$16.1	$19.4	$22.3	$24.8
YoY Growth	52%	56%	28%	20%	15%	11%

Source: Jon Peddie Associates.

Note: All dollar figures in billions. Includes revenue from hardware, software, and services related to 3D VizSim.

Labor Market Analysis (advisory committee input, want ad analysis)

	1998	2000
Number of Respondents	3	5
Percent Employed (of Grad Survey Respondents)	100.0%	60.0%
Career-related Job Placement (% employed)	66.7%	66.7%
Percent employed Part-Time	66.7%	100.0%

A new advisory board has been formed. Based on the feedback from the advisory committee the programs have gone through major revamping to include courses that provide proper skills and training for the ever-changing industry needs in this field. It is very crucial to evaluate the courses and their content on a continuous base to reflect the industry transformation. It is by keeping our curriculum current and up to date with the industry standards that we provide better employment opportunities for our graduates.

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$191.10	$211.67	$250.15
Peer Group Average	$182.24	$205.07	$231.78
Statewide	$188.50	$206.44	$265.78
Overall College	$199.21	$210.59	$226.22

The Computer Graphics and Animation programs are quite unique compared to other college offerings. Parkland is one of the few colleges offering such curriculum in this area. Although unit cost for these programs are higher than Peer Group and State averages, Parkland has obtained drastic academic discounts and donations in software provided by top 3D software companies including Alias/Wavefront, Pixar, and Exluna Inc. that have helped keeping potentially high program costs down. In addition, advancements in graphic accelerator cards have significantly lowered hardware costs necessary to equip new computer labs. Finally, in collaboration with the National Center for Supercomputing Applications (NCSA), Parkland utilizes and leverages virtual reality technology, CAVE facilities, and labs at NCSA labs for coursework to keep additional costs down at the college.

Faculty - The Program Director for the modified Computer Graphics and Animation programs serves as primary instructor for several new major courses for the programs. He holds a Master's degree in Art from the University of Illinois, a Bachelor's degree in Electrical Engineering from Southern Illinois University, 14 years experience in the 3D computer graphics and animation industry and 4 years teaching experience. Currently, there are no part time faculty who can cover animation courses. Maya 3D certification is required to teach the animation classes. There are part-time faculty to teach computer graphics classes.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	28%	61%	58%	73%	74%
PT Faculty FTE in major courses (%)	72%	39%	42%	27%	26%
Student/Faculty FTE Ratio in major courses	23.2	15.6	17.3	16.9	17.7

Facility & Equipment Condition - The 3D Computer Graphics and Animation program has benefited greatly from Parkland College's recent building expansion project. All major program courses are taught in a brand new, state-of-the-art computer lab specialized for 3D computer graphics and animation. All hardware and software used in the lab leverages the latest in graphics accelerator cards as well as a myriad of greatly discounted and/or donated 3D software.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	22.9%	23.2%	29.6%	28.9%	23.5%
Percent Minority (Unduplicated Headcount)	22.9%	21.4%	21.0%	27.7%	39.7%
Average Age (Unduplicated Headcount)	28.1	27.8	25.9	25.7	24.5
Completing Courses (Program Majors)	85.2%	73.7%	81.6%	75.3%	80.5%
Average GPA (Program Majors)	3.01	2.58	2.85	2.71	2.45
Seats taken in Major Courses (Program Majors)	31.3%	32.5%	30.8%	35.4%	36.0%
Persistence Fall to Spring (Program Majors)	72.0%	65.0%	83.6%	66.7%	69.4%
Persistence Spring to Fall (Program Majors)	73.9%	69.4%	73.3%	63.0%	63.8%
C Grades or Better (All students taking Major courses)	72.0%	71.7%	71.5%	70.0%	68.8%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	0	3.33	0	3.20	0
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	0	3.00	0	2.20	0
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	0	4.00	0	3.50	0

3. List strengths of the program.

?? A prestigious group of industry professionals comprises the Advisory Committee. Members include those from nationally recognized institutions including Pixar Animation Studios, the National Center for Supercomputing Applications at the University of Illinois, Industrial Light and Magic, and Volition Games.
?? The Director of the programs listened to the skill sets these companies require of their employees and developed courses to build a one of a kind opportunity for community college students.
?? Recognition: After a recent presentation to the Parkland College Board of Trustees, Chairman James Ayers sent this comment in a letter, "You are providing students with a world-class education that will benefit them as they pursue careers and career advancement."
?? Certification: Through an official instructor certification program, Parkland College is now a certified academic provider for high-end 3D animation software from Alias/Wavefront. Students successfully completing major courses in 3D animation benefit from receiving industry-recognized certificates from Alias/Wavefront. These are in addition to certificates and/or degrees received from Parkland College.
?? Job opportunities: Recent graduates have been employed in the industry as 3D specialists for flight simulation companies, scientific graphics programmers for the University of Illinois, designers, and independent consultants. A recent graduate is currently involved in a student internship with the leading developer of 3D feature films, Pixar in Emeryville, CA.

4. List concerns related to the program.

?? Competitive job market: Although the future job market appears bright, the industry experiences peaks and valleys strongly tied to the entertainment industry and current economic conditions. Unless equipped with previous degrees when entering the program, two-year degree students will be competing with advanced degree candidates for similar employment opportunities. On the positive side, similar to other artistic fields, actual portfolio work is often the deciding factor and students demonstrating excellent portfolio work often succeed over others regardless of degree duration. Currently, the industry is very competitive and requires strong skills, hard work, and persistence in locating career opportunities. New program graduates will be monitored closely regarding employment opportunities and will better reflect the state of employment in this industry.

5. List quality improvements recommended for the program as a result of the review.

?? New programs, new curriculum, and new facilities have brought about a significant change in outlook and interest in the program as compared to previous years. Due to course changes, the new program has seen an increase in art and design students formerly absent due to stringent math requirements.
?? Industry certificate offerings have also brought about an increase in working adults attending certification classes in addition to career program enrollment.
?? The 3D Computer Graphics Program Director and CSIT Program Manager are actively recruiting in the community for businesses that can provide real work experiences for students.

6. Describe any unique innovations recently implemented for this program area.

Through an official instructor certification program, Parkland College is now a certified academic provider for high-end 3D animation software from Alias/Wavefront. Students successfully completing major courses in 3D animation benefit from receiving industry-recognized certificates from Alias/Wavefront. These are in addition to certificates and/or degrees received from Parkland College.

Using state-of-the-art, virtual reality, CAVE facilities at the National Center for Supercomputing Applications, students enrolled in the 3D Graphics Programming curriculum learn and acquire skills enabling them to create interactive, real-time, immersive, 3D programs. Every spring, students have been showcasing their programs to the general public at University of Illinois' Engineering Open House at the Beckman Institute in Urbana, IL.

7. ***Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.***

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T VGA	AAS	3D Computer Animation	03	2
b.	T VGP	AAS	3D Graphics Programming	03	2
c.	T VGW	CER	Alias/Wavefront-Maya 3D	30	2
d.	T CGR	CER	3D Software Development	30	2

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T OOSCER-Object Oriented Programming (521202)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR			
	1998	1999	2000	2001
Unduplicated Headcount	0	0	11	15
Seatcount in major courses	445	652	729	693
First-time at Parkland (fall)	0	0	6	1
Attempted Credit Hrs (program majors)	0	0	96	154
Attempted Credit Hrs (in major courses)	1528	2240	2473	2365
Student FTE (Summer+Fall+Spring FTE)	0	0	6.40	10.27
Completers %	0	0	9.1%	20.0%

Although the program became active the end of FY 1998 there was no enrollment in FY 1999 due to lack of student awareness about the program. The program has remained stable over the last two years without any significant change in courses. The numbers indicate steady growth. Student demand for these courses has been constant which reflects the industry needs. All courses are meeting maximum enrollment.

Labor Market Analysis (advisory committee input, want ad analysis)

	2000	2001
Number of Respondents	1	2
Percent Employed (of Grad Survey Respondents)	0	50.0%
Career-related Job Placement (% employed)	0	100.0%
Percent employed Part-Time	0	0

Based on listings for job openings, the IT industry shows a continuing need for programmers and software developers/engineers with Visual Basic, C, C++, and Java skills. With the growth of the Internet, there will be a need for employees with a range of skills related to object oriented programming. The courses in this certificate provide students with the appropriate skills for the job market of today and tomorrow.

2. *Is the program cost-effective? How was this determined?*

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$191.10	$211.67	$250.15
Peer Group Average	$182.24	$205.07	$231.78
Statewide	$188.50	$206.44	$265.78
Overall College	$199.21	$210.59	$226.19

The unit cost of this program is more than the peer group and state averages because of experienced faculty salaries and software purchases. However, this program is considered to be cost effective since the cost of the required courses is shared by at least 4 programs in this CIP code.

Faculty -The object oriented certificate demands faculty with a higher level of training. Most of the 5 full-time and 5 part-time faculty members who teach these courses have a master's degree because 4 of the 5 classes are transferable to 4-year institutions. The full-time faculty teach in several computer program areas besides this one.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	19%	84%	73%	92%	66%
PT Faculty FTE in major courses (%)	81%	16%	27%	8%	34%
Student/Faculty FTE Ratio in major courses	18.3	17.1	18.4	17.9	16.6

Facility & Equipment Condition - The computer equipment is in good condition and falls into a cycle for regular updates of software and hardware.

Summary Data for Quality Questions

	FISCAL YEAR			
	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	0	0	45.5%	60.0%
Percent Minority (Unduplicated Headcount)	0	0	63.6%	66.7%
Average Age (Unduplicated Headcount)	0	0	30.9	29.4
Completing Courses (Program Majors)	0	0	75.1%	95.9%
Average GPA (Program Majors)	0	0	3.24	3.58
Seats taken in Major Courses (Program Majors)	29.2%	24.4%	29.4%	28.7%
Persistence Fall to Spring (Program Majors)	0	0	66.7%	70.0%
Persistence Spring to Fall (Program Majors)	0	0	55.6%	44.4%
C Grades or Better (All students taking Major courses)	63.4%	65.5%	65.4%	60.9%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	0	0	3.00	3.00
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	0	0	2.00	2.00
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS	0	0	0	0

3. List strengths of the program.

?? The program meets industry needs and provides training in the programming languages students need to succeed. In addition, these courses are of a higher quality because the majority of the courses are contained in the Computer Science transfer degree. This requires higher demands on students.

?? The stability of the courses within the program.

?? Qualified faculty members available to teach the courses.

4. List concerns related to the program.

?? The Information Technology industry changes at a rapid pace. It is up to faculty to be in touch with changes to provide updates to course content as necessary.

5. List quality improvements recommended for the program as a result of the review.

?? To remain up to date faculty research what the industry needs are and reflect that in the program curriculum. For example, one section of the course CSC 140 will be taught using both JAVA and C++ in the Fall until is decided whether a complete switch to C++ in the Spring is necessary.

6. Describe any unique innovations recently implemented for this program area.

As a response to industry needs and student interest, a new programming language, C++, will be introduced in CSC 140. Additionally, instructors have incorporated more database interfacing instruction into upper level courses.

7. Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T OOS	CER	Object-Oriented Programming	30	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T CNAAAS/T NETCER/T LINCER-Computer Networking (521204)

A. Program Review Summary

1. ***Is there a need for the program area, based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.***

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Unduplicated Headcount	148	153	180	227	232
Seatcount in major courses	850	1190	1530	1632	1773
First-time at Parkland (fall)	52	38	41	68	79
Attempted Credit Hrs (program majors)	2132	2177	2457	3119	3187
Attempted Credit Hrs (in major courses)	2611	3217	4056	4241	4630
Student FTE (Summer+Fall+Spring FTE)	142.13	145.13	163.80	207.93	212.47
Completers %	4.1%	5.2%	5.0%	5.7%	5.6%

All of the above indicators show an upward trend in these programs. The unduplicated head count has increased from 148 to 232 (57%) since 1997. The student FTE has increased from 142.13 to 212.47 (50%). The seat count has increased from 850 to 1773 (109%). The number of first time students has increased from 52 to 79 (52%)over the past five years. There is an upward trend since 1999 after the number of first-time students dropped off between 1997 and 1999. The number of completers increased by more than 100%, from 6 to 13. Although the percent of completers compared to Unduplicated Headcount averages only 5.1 percent, over the five-year period, the percentage of completers increased from 4.1% to 5.6%. The number is low because most of the students in the program are working part-time and take several years to complete the program; many of the students are employed in the profession and take only the major-related courses they need to maintain their professional skills and knowledge.

If we refer back to the previous Program Review Report, we see that enrollment increased from 18 in FY 1996 to 52 first-time students in FY 1997, the first year of this review period. The main reason for this is that the programs' identity was clarified and the content of the programs was changed to better reflect the professional needs in the market place.

Labor Market Analysis (advisory committee input, want ad analysis)

	1997	1998	1999	2000	2001
Number of Respondents	7	5	5	8	7
Percent Employed (of Grad Survey Respondents)	100.0%	100.0%	80.0%	75.0%	85.7%
Career-related Job Placement (% employed)	57.1%	60.0%	75.0%	83.3%	66.7%
Percent employed Part-Time	42.9%	40.0%	25.0%	0	33.3%

Network System Administration has proven to be a durable career field with a steady demand for, and professional-level salaries for, well-educated, dedicated employees. It has prestige, job satisfaction and the employees can find employment anywhere in the country.

From 1997 through 2000, the career-related job placement increased from 57% to 83%. This was an increase of 47%. Only in 2001 did this drop to 67%. If you look at the Summary Data for Quality Questions, the GPA for 2001 dropped to 2.68. In the four previous years, the GPA had been 2.8 every year. Also, the Persistence from Fall to Spring fell from 65% the previous year to 56% for 2001. Additionally, in the year 2000, the Persistence from Spring to Fall, fell to 56%. What this suggests is that the group that graduated in 2001, which had started at least two years before and probably more likely in 1996 or 1997, was a group that was attracted to the large salaries reported in the media at the time. However, although these students graduated, their generally poor showing in academics spilled over into their performance in both job hunting and in job interviews. Additionally, 2001 is the year when the .COM industry collapsed and removed roughly four trillion dollars of wealth from the U.S. economy. As Business Week reported would happen in January 2001, most U.S. industry stopped building networking infrastructure. This meant that both displaced workers from the .COM industry and our new graduates were competing for jobs in an economically depressed period and during a period when their industry was also seriously depressed.

Since this statistic is shown for only one year, it should be monitored. As this is being written, the U.S. economy is beginning to recover. This will mean re-activating or installing network infrastructure, which, in turn, should boost employment for Network System Administrators and Network Technicians.

2. Is the program cost-effective? How was this determined?

Net Instructional Unit Costs

Program:	FY99	FY00	FY01
College	$187.97	$194.42	$216.40
Peer Group Average	$195.64	$190.28	$218.77
Statewide	$196.84	$194.30	$336.63
Overall College	$199.21	$210.59	$226.19

Yes, the program is cost effective. The Parkland unit cost for these programs was less than the Peer Group and State averages.

Faculty -Faculty members have either a Masters Degree or a Bachelors Degree with industry certifications. Faculty members have between 2 and 10 years of industry experience and between 1 and 4 years of teaching experience in this area. We see a 58% increase, from 45% to 71%, in the percentage of full-time faculty teaching major courses. This improves both the quality of the course and bodes well for it being kept up-to-date; students also have greater access to their professors. There is a corresponding 47% decrease in the percentage of part-time faculty teaching major courses. Additionally, we see the Student/Faculty ratio decline from 25.2 to 20.4. Although is a decrease in only five students, it makes a significant difference in the amount of time that can be spent in lab and class with each student both helping them and reviewing their work. Faculty teach in several program areas besides these.

	1997	1998	1999	2000	2001
FT Faculty FTE in major courses (%)	45%	50%	41%	64%	71%
PT Faculty FTE in major courses (%)	55%	50%	59%	36%	29%
Student/Faculty FTE Ratio in major courses	25.2	19.5	21.1	20.2	20.4

Facility & Equipment Condition - The program does not have any specific equipment. It makes use of computers and classrooms used by several other programs. The equipment in those classrooms is updated every three years. A new wing has been constructed and is in use. It is thoroughly modern in décor, student comfort, instructional equipment and equipment for student use.

Summary Data for Quality Questions

	FISCAL YEAR				
	1997	1998	1999	2000	2001
Percent Females (Unduplicated Headcount)	28.4%	28.4%	25.0%	18.5%	19.0%
Percent Minority (Unduplicated Headcount)	26.4%	24.5%	23.9%	30.0%	29.7%
Average Age (Unduplicated Headcount)	29.7	30.9	30.3	30.5	29.2
Completing Courses (Program Majors)	82.1%	83.3%	82.8%	80.1%	81.3%
Average GPA (Program Majors)	2.80	2.82	2.88	2.82	2.68
Seats taken in Major Courses (Program Majors)	28.5%	32.2%	31.8%	35.5%	39.5%
Persistence Fall to Spring (Program Majors)	68.5%	63.1%	65.3%	65.8%	56.4%
Persistence Spring to Fall (Program Majors)	67.0%	74.7%	65.1%	55.8%	62.9%
C Grades or Better (All students taking Major courses)	74.1%	78.3%	74.2%	72.5%	71.9%
Major Course Content (Graduate Satisfaction 1=VD; 4=VS)	3.00	2.80	3.50	3.00	3.14
Major Job Preparation (Graduate Satisfaction 1=VD; 4=VS)	2.86	2.40	3.25	2.50	2.80
Current Job Satisfaction (Graduate Satisfaction 1=VD; 4=VS)	3.60	3.50	4.00	3.40	3.25

3. List strengths of the program.

?? The Spring of 2001, the Computer Network Administration program had 7 students placed in internships. Five of those students were hired after their internships to work as, NOT network technicians, but as network administrators to take over and manage the entire network. This speaks well of the quality of the instruction received by our students.

?? One of the important strengths of this program is the strong participation of women and minorities. We have worked hard in this department to not only advertise but to take actions to make women, racial minorities, gays and lesbians and International students feel welcome in our programs. This has been done using programming examples in lab exercises that feature civil rights computations related to various groups and specific statements in our syllabi about the specific groups for which ridicule will not be tolerated in any form in our classrooms. Although we seldom have the problem of in-class ridiculing comments, through the technique of specifically identifying each group when we read the syllabus, they feel recognized and welcome. This has been especially true for our gay and lesbian population, which has become significantly large. We have developed visual, multi-media approaches to teach many complex topics. This makes the material more accessible for International students for whom English is a second language. Using Perkins grant money, we have hired International students to aid other International students. By creating an environment where everyone feels welcome and safe, word of mouth causes all these groups to flock into this program. This is exactly the same effect that industry has discovered and reported - both about their employees and about their customers.

?? External review groups and our industrial advisory committee have been laudatory about the comprehensiveness and detail of our offerings in these programs. In the vernacular, they are amazed we can pack so much into the program and achieve the high level of quality that we do.

?? With guidance from our advisory committee and faculty research, new courses have been added to broaden the applicability to cover the entire range of knowledge and skills required by a network system administrator. This includes courses in Linux and Microsoft networking products.

4. List concerns related to the program.

?? The principal concern is related to the rapid change that has occurred as all these new courses have been added. There is virtually no time left for the faculty to engage in the scholarship needed to affect quality, well-planned implementation. This should be eased.

?? There is a slight fluctuation from year to year in the GPA, but no indication of a drop in scores. The program is monitored from year to year through several assessment methods. This year, the program is developing graduate/employer surveys to follow-up on internship experiences to better assess student employment skills.

5. List quality improvements recommended for the program as a result of the review.

?? Many courses taught under these programs lead to some type of vendor certification. It is essential to have an industry certified faculty teaching these courses who can stay abreast of the technology as changes in the Networking industry occur.

?? Due to the nature of courses offered under these programs, many special labs such as Linux, MCSE, wireless, and Cisco will need special expertise to maintain the functionality of the labs.

?? A certified and knowledgeable technical support staff is another essential component to keep these programs a cutting edge and a quality program. We will have both suggested faculty and staff in the department as of Fall of 2002.

6. Describe any unique innovations recently implemented for this program area.

Major-related courses that have related vendor certifications have been clearly identified. This has increased student confidence that what they are studying is applicable in the market place and has led to further growth in enrollment due to word-of-mouth advertising. This has included CompTIA Network+ certifications, Microsoft Certified System Engineer Certifications, (MCPs), and Linux Professional Institute, (LPI), certifications.

7. ***Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.***

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T CNA	AAS	Computer Networking Administrator	03	1
b.	T NET	CER	Computer Networking	30	1
c.	T LIN	CER	LINUX System Administration	30	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number: T MSNCER-Microsoft Systems Engineer (521204)

****NEW PROGRAM IN FISCAL YEAR 2000*****

A. Program Review Summary

Since the program is new, please provide a brief summary on the state of the program during this fiscal year. Include current enrollment, cost issues, labor market information, strengths, concerns, and innovations related to the program.

The MCSE - Microsoft Systems Engineer program trains people in Computer Networking for Microsoft systems. Networking continues to be ranked as the skill most in demand from the IT industry. A report from IT Services Business in January 2002 states that Chief Information Officers for IT companies ranked networking as the fastest growing job specialty within their departments. Local IT businesses continue to state their desire for top candidates to have a variety of networking certifications including MCSE.

The MCSE program began with two courses, CSC 151 offered in the Spring of 2001 and CSC 153 offered in the Fall of 2001. The number of students wanting to take the courses surpassed the availability of seats in the class. Because the lab designated for the MCSE courses was small, only 12 students were allowed to enroll in each section. In Spring of 2002, with a new lab and state of the art equipment, students filled two sections of CSC 151 and one section of CSC 153. An additional course was added to the offerings, CSC 152.

The response from people in the industry who want to take these courses has been overwhelming. The MCSE courses are gaining a good reputation in the industry as a cost-effective means of training for the industry recognized certification.

One of the challenges for the MCSE program is finding certified instructors who are willing to teach. Networking professionals are busy, well-paid people. The pool for those who may consider teaching is small.

There are also cost issues involved. The new computer lab for the MCSE program has special equipment including removable hard drives, vmware software and server licenses. In addition the lab needs special technical support for re-cloning of the hard drives as drives get destroyed through lab activities.

The program must also keep up with the changes Microsoft continues to make. The content and topics for the MCP exam continues to change which results in the purchases of all new course materials because other materials become outdated, faculty members who need to be trained and are able to keep up with changes and the curriculum must be offered in a timely manner.

New innovations and programs will result from the MCSE Program. Specifically, the MCSA, Microsoft Certified Systems Administrator, will include 3 of the MCSE courses plus a new course. This program will provide a vendor certification for students who could not finish a full MCSE.

Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T MSN	CER	Microsoft Systems Engineer	20	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-1
(Use separate form for each program)

INSTRUCTIONAL PROGRAMS: OCCUPATIONAL

College Name: Parkland College 5-Digit College Number: 50501
Date: **AUGUST 1, 2002**

CIP Code Category and Number:T CNTCER/T CISCER/T CNPCER-CISCO Networking (521204)

****NEW PROGRAMS IN FISCAL YEARS 2000 AND 2001*****

A. Program Review Summary

Since the program is new, please provide a brief summary on the state of the program during this fiscal year. Include current enrollment, cost issues, labor market information, strengths, concerns, and innovations related to the program.

Since the Cisco Certified Network Associate (CCNA) Program started in Fall of 1999, there was continued growth in the number of students enrolled in the program. Currently, high schools offering Cisco Academies are seeing strong interest in the programs and on campus courses remain full.

One of the reasons for consistent enrollment is the efforts made to schedule classes at convenient times for both students and industry professionals.

CCNA is an industry-recognized certificate. According to CertCity.com, it remains one of the top ten certificates based on growth and industry recognition. Many central Illinois employers look for applicants with a CCNA certificate.

The Cisco curriculum turns out competent and competitive employees. Early in the program, students who completed courses and passed the CCNA earned top salaries for their skills. Students in the program receive hands-on training with Cisco routers and switches.

Parkland offers students in the CCNA program an opportunity to continue on to earn a two year degree by accepting them as substitutions for some courses in the Computer Network Administration Program.

Parkland also offers CCNA students an opportunity to take their skills to the next level by offering the Cisco Certified Network Professional (CCNP) certificate. It is a more advanced certification with a detailed, complex curriculum. The CCNP is one of the top five certificates and offers students a range of higher-level skills to meet a niche in the networking market. Students who earn a CCNP are guaranteed even higher salaries than those with CCNAs. Parkland is one of only three colleges in the state offering the CCNP.

One of the concerns of the CCNA program is that the marketplace is flooded with these graduates and they are having a more difficult time finding positions in central Illinois. Positions still remain open nationwide.

Another concern is the high costs for equipment. Cisco equipment is expensive, so a large amount of money is invested in the program from the beginning. In addition, class sizes must remain smaller in order to provide students with the hands-on experiences in the curriculum. Also, there are on-going training costs, especially where the CCNP is concerned. In addition, the Computer Science and Information Technology (CSIT) department must provide continuous support and training to keep all of our eleven academies up to date with the curriculum as well as the equipment.

The costs are still appropriate but the department needs to think creatively about teaming with businesses to offset costs either through creative purchasing of equipment or training of employees.

Provide the prefix and number of each curriculum within this CIP and indicate its status: 1) continued with minor improvements; 2) significantly modified; 3) discontinued; 4) scheduled for further review in the coming year.

	PREFIX	NUMBER	TITLE	TYPE	STATUS
a.	T CNT	CER	CISCO Networking Technician	30	1
b.	T CIS	CER	CISCO Networking	30	1
c.	T CNP	CER	CISCO Professional Networking	30	1

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
Part A: Form A-2

INSTRUCTIONAL PROGRAMS: ACADEMIC DISCIPLINES

(Use separate form for each program)

College Name: Parkland College 5-Digit College Number: 50501

Date: August 1, 2002

Academic Discipline:
Physical and Life Sciences (AST, BIO, CHE, ESC, PHY transfer courses)

A. Program Review Summary

1. ***Is there a need for the discipline based on trends in enrollments and retention? Please explain any adverse trends.***

Almost all of the Natural Sciences courses are transfer courses. They meet general education and program specific requirements for students enrolled at Parkland.

During the past five fiscal years, enrollments and attempted credit hours in all five areas of Natural Sciences have remained relatively constant. However, several courses have experienced enrollment decreases that need examination. For instance, enrollment decreases between FY97 and FY01 were: 22% for CHE 101, 42% for CHE 102 and 36% for PHY 143. All of these decreases can be explained. The creation of CHE 104 in FY99 and CHE 106 and 108 in FY01 may explain the decrease in enrollment in CHE 101. These three new general education chemistry courses could be siphoning non-science majors away from the traditional general chemistry course CHE 101 and consequently lower enrollment in CHE 102 because of the sequential structure. The decrease in PHY 143 enrollment may be attributed to changes in the engineering physics sequence at the University of Illinois as a large percentage of the PHY 143 students are co-enrolled there. It is worth noting that enrollment trends in these courses have reversed in FY02.

Table 1: Seatcount and Attempted Credit Hours in Natural Sciences

	FY 97		FY 98		FY 99		FY 00		FY 01	
	N	*Hrs*	*N*	*Hrs*	*N*	*Hrs*	*N*	*Hrs*	*N*	*Hrs*
AST	402	1608	433	1732	455	1820	402	1608	382	1528
BIO	2383	8761	2433	8849	2410	8725	2343	8591	2374	8752
CHE	894	3996	849	3756	798	3422	832	3471	824	3488
ESC	501	1956	520	2048	464	1828	472	1868	485	1894
PHY	572	2288	607	2428	553	2212	572	2288	514	2056

Similarly, retention of students in all five areas has remained consistent as well. Retention has been defined as students who complete coursework with a grade of A, B, or C.

Table 2: Percent of Students Completing Courses with a Grade of A, B, or C

	FY 97	FY 98	FY 99	FY 00	FY 01
AST	80.0%	77.4%	75.8%	80.3%	78.2%
BIO	75.2%	75.9%	76.0%	77.5%	77.8%
CHE	77.5%	76.0%	76.7%	77.7%	73.9%
ESC	86.6%	91.5%	88.2%	89.8%	88.5%
PHY	83.8%	83.5%	83.1%	84.9%	84.8%

2. Is the program cost-effective? How was this determined?

Net Direct Instructional Unit Cost Data for Natural Sciences courses was obtained from the *ICCB Unit Cost Study* reports. Costs are per credit hour.

	FY99	FY00	FY01
Overall Unit Cost-PK	$ 83.24	$ 84.99	$ 85.91
Overall Unit Cost-State	$ 74.65	$ 76.12	$ 83.61
Physical and Life - PK	$ 83.38	$ 89.79	$ 88.22
Physical and Life - State	$100.75	$110.81	$118.32
AST - PK	$ 69.24	$ 68.62	$ 84.20
AST - State	$ 72.15	$ 80.88	$ 83.91
BIO - PK	$ 84.43	$ 93.77	$ 91.40
BIO - State	$105.55	$115.31	$122.70
CHE - PK	$104.23	$107.76	$ 94.87
CHE - State	$119.37	$138.80	$154.00
ESC - PK	$ 64.15	$ 69.33	$ 72.38
ESC - State	$ 82.88	$ 88.10	$ 87.65
PHY - PK	$ 75.64	$ 80.91	$ 82.40
PHY - State	$123.79	$130.98	$143.36

For the past three years, the direct instructional unit costs for Natural Sciences courses are less than the statewide average for courses with identical CIP codes. Operating these courses is cost-effective.

3. Are all courses in the discipline articulated to satisfy general-education or major-field requirements? Explain exceptions.

Many/Most transfer courses in this discipline have IAI articulation. All Parkland College non-IAI transfer courses have articulation agreements on file with at least three state universities, one being the University of Illinois at Urbana-Champaign, when UIUC offers the given major. Non-IAI courses with articulation agreements on file are:

BIO 100, 120, 160, 161, 162, 163, 166, 182, 184, 220, 221, 225, 226
CHE 100, 222, 223, 224
ESC 220

4. List quality improvements recommended for the discipline as a result of the review (using above indicators).

?? Several courses have experienced decline in enrollment between FY 97 and FY 01. The most significant of these is BIO 100, where a FY 97 enrollment of 130 students had declined to 29 in FY 01. This represents an enrollment decrease of 78%. BIO 100's purpose will be re-examined in light of increased enrollments in other entry-level biology courses such as BIO 104 and BIO 111.

?? As a result of recently instituted course specific retention plans, retention will be monitored and addressed in each course. For example, the chemistry area agreed to improve retention by 1% in each chemistry course per year (e.g. Spring 2002 to Spring 2003). Among the actions that the chemistry faculty will take to achieve retention goals are contacting students who have missed two consecutive class sessions, requiring students to attend an office hour early in the semester, and working closely with the Cooperative Learning Center to develop helpful content and study skills modules.

?? In biology, lab spaces are getting cramped. Most notably, if the recent upward trend in enrollments in BIO 121 and BIO 122 continues, the BIO121/122 lab space capacity may be exceeded.

?? Obtaining computers and printers for all of the department's science labs should be explored.

5. *(Optional) Describe any unique innovations recently implemented for this discipline.*

There has been a great deal of innovation and activity in the department in the past five years. Among the highlights:

1) A number of IAI general education courses have been created and have been successful. BIO 107 and CHE 104 were created in FY99 and both have experienced enrollment increases since then. CHE 106 and CHE 108 were created in FY01 with an enrollment of 16 and 50 students respectively.

2) Many courses are offered online, including BIO 101, BIO 104, BIO 107, BIO 221, BIO 225, CHE 100, CHE 101, CHE 104, CHE 106, ESC 101, and PHY 122. Many of these were offered online for the first time in FY01 and enrollments in have been good.

3) A significant renovation of the chemistry laboratory area will occur in Summer 2002 yielding a safer and more modern facility.

4) BIO 221, Natural History of the Caribbean, was created in FY99. The course features travel to the Caribbean for fieldwork. The course topics include marine biology, island ecology, identification and interactions of aquatic and terrestrial plants and animals, regional geology, local environmental issues, and native cultural and folk histories.

5) Since FY02, the Department of Natural Sciences has been proud to sponsor the Institute for Science Education. Through the Institute, lectures, short courses, seminars, workshops, and other credit and non-credit programming is offered in an effort to promote science literacy in the community.

6. *Based on the program review, the College will*

____X_ continue the discipline with minor improvements.
________ continue the discipline with major modifications.
________ discontinue the discipline as of ________ (date).
________ other (explain).

REPORT ACTIONS TAKEN ON PART B, Form B-1.

ACTION SUMMARIES

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Fine and Applied Arts	FY 02	Purchased 1 color printer for C137	$3,000		External / grant funds			
50501	Fine and Applied Arts	FY 02	Purchased 2 scanners for C137 ($200 each)	$400		External / grant funds			
50501	Fine and Applied Arts	FY 02	Upgraded Adobe Fonts for C138/C137: Added 20 type families per year.	$2,000	$2,000 Annually	External / grant funds			
50501	Fine and Applied Arts	FY 02	Continued Mac software upgrades: Photoshop, Illustrator, Quark, other	$6,500	$6,500 Annually	External / grant funds			
50501	Natural Sciences	FY 02	Identified sources and sought funds for the Institute for Science Education			External / grant funds			
50501	Natural Sciences	FY 02	Remodeled the chemistry laboratory spaces to remedy safety violations and better reflect modern laboratory space	$585,000 $63,000		Operating budget External / grant funds			
50501	Computer Science and Information Technology	FY 02	Purchased miscellaneous software for faculty review/course preparation			Existing funds / staff and External / grant funds			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Upgraded labs on a rotational basis (7 labs, upgrade 2 per year). Upgraded B113 and B117: 18 + 18 = 36 computers	$72,000		Operating budget or External / grant funds			
50501	Computer Science and Information Technology	FY 02	Upgraded computer software in departmental computer rooms including offices, in order to ensure that students and instructors are using packages that coincide with current industry standards and needs. Standardized within wing.	$6,500	$6,500 Annually	Existing funds / staff or External grant funds			
50501	Computer Science and Information Technology	FY 02	Developed Capstone courses for DCCA/8TW project	$2,940		Operating budget External / grant funds			
50501	Business and Agri-Industries	FY 02	Progressed on Academic Assessment			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Continued and further developed innovation delivery courses to fit changing community needs, i.e., open-entry, open-exit, Internet and other formats, support for existing successful courses			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Maintained and developed dual-credit/articulation programs with high schools			Existing funds / staff			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Business and Agri-Industries	FY 02	Updated/revised technical courses			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Met and discussed shared use of B119 (22 stations) and other computer labs (ACC, OFC, and CIS program directors)			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Replaced full-time instructors because of faculty retirement or resignation fro the Business and Agri-Industries Department. Will result in budget allocation decrease (new hire will start out at significantly lower salary than retirees).			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Updated Full-time and part-time faculty evaluations & developed an evaluation rotation schedule.	$1,900		Existing funds / staff and Operating budget			
50501	Business and Agri-Industries	FY 02	Participated in the mentoring program, provided department mentors for new faculty			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Encouraged continued faculty and staff participation in Center for Excellence activities			Existing funds / staff			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Business and Agri-Industries	FY 02	Installed new carpet in B-wing and removed platform in area in B113 and B114 painted rooms.	$1,000		Operating budget			
50501	Business and Agri-Industries	FY 02	Updated department homepage			Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Acquired more office space for instructors	$2,000		Existing funds / staff			
50501	Business and Agri-Industries	FY 02	Developed a new computer replacement schedule for all faculty offices within the Bus./Ag. Dept.	$6,900	$6,900 Annually	Operating budget			
50501	Business and Agri-Industries	FY 02	Upgraded computer software in departmental computer rooms including office, in order to ensure that students and instructors are using packages that coincide with current industry standards and needs. Standardized within wing.	$6,500	$6,500 Annually	Existing funds / staff, possible Perkins external grant funds			
50501	Business and Agri-Industries	FY 02	Upgraded labs on a rotational basis (7 labs, upgrade 2 per year). B114 & B117, 21 + 18 = 39 computers	$90,200		Operating funds, possible Perkins external grant funds			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Business and Agri-Industries	FY 02	Replaced office printers	$1,400	$1,400 Annually	Operating budget			
50501	Business and Agri-Industries	FY 02	Purchased 1 NEC projector with screen and related materials and installation, 1 system unit with keyboard and mouse annually for B217 (2001), B223 (2002), B213 (2003), B124 (2004)	$6,000	$6,000 Annually	Operating budget			
50501	Business and Agri-Industries	FY 02	Acquired an appropriate computer for each full-time faculty.	$9,600	$9600 Annually	Existing funds / staff (computer rotation) + Operating budget			
50501	Engineering Science / Technologies	FY 02	Updated M111 data projector for use with software needing better than 640x480 pixel resolution. Such software is used in ENS and ELT courses. Supports new telecommunications program.	$2,000		Operating budget			
50501	Engineering Science / Technologies	FY 02	Purchased LCD projector	$3,000		Existing funds / staff			
50501	Engineering Science / Technologies	FY 02	Developed an additional computer lab	TBD					

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Engineering Science / Technologies	FY 02	Held annual EST open house. Focused on smaller area high schools that have ag programs. These high schools will be invited to attend the diesel portion of the open house.	$300					
50501	Engineering Science / Technologies	FY 02	Reviewed each incoming freshman diesel student's placement scores and reviewed with each student a plan on which the student feels he/she can master to graduate (Cost = Instructor time)			Existing funds / staff			
50501	Engineering Science / Technologies	FY 02	Revised curriculum from 2 year A.A.S. degree to a certificate program for Telecommunications	None		Existing funds / staff			
50501	Engineering Science / Technologies	FY 02	Developed partnerships with business and industry to train and upgrade technicians.	$0		Existing funds / staff			
50501	Engineering Science / Technologies	FY 02	Developed plan to provide Union Electrical workers with college credit for apprenticeship training	$0		Existing funds / staff			
50501	Fine and Applied Arts	FY 02	Restructured FAA department programs; specifically, merge Graphic Design/Art and Design and place Mass Communication: Journalism/PR, Advertising/PR, Radio-TV/Video with Speech Communication	None		Existing funds / staff			
50501	Fine and Applied Arts	FY 02	Continued participation in IAI	None		Existing funds / staff			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Fine and Applied Arts	FY 02	Continued with Mass Com program Academic Assessment	None		Existing funds / staff			
50501	Fine and Applied Arts	FY 02	Purchased periodicals and books for instructional - Mass Com	$500	$500 Annually	Existing funds / staff			
50501	Fine and Applied Arts	FY 02	Expanded Mass Com Radio-TV/Video EVC into vacated space in X115/116 and X136	TBD by Physical Plant		Operating budget			
50501	Fine and Applied Arts	FY 02	Continued mandatory student advising in Mass Comm, Graphic Design, and Web Design programs (retention tool)	None		Existing funds / staff			
50501	Natural Sciences	FY 02	Developed comprehensive laboratory outcomes for each of chemistry's courses			Existing funds / staff			
50501	Natural Sciences	FY 02	Developed learning assessments to measure effectiveness			Existing funds / staff			
50501	Natural Sciences	FY 02	Designed a museum quality display for fossils			Existing funds / staff			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Natural Sciences	FY 02	Continued to increase the number of computers in the lab rooms with recycled computers			Existing funds / staff			
50501	Natural Sciences	FY 02	Hired 4 Tenure Track Faculty: 1 General Biology to replace retiring faculty (Vic Cox), 1 Microbiology to replace retiring faculty (Chuck Beetz), 1 Physics to replace retiring faculty (Bill Gray) 1 Organic Chemistry to replace adjunct position, 1 General Chemistry in anticipation of future retirement (Andrew Holm)	$30,000-$40,000 per person		Existing funds / staff and Operating budget			
50501	Natural Sciences	FY 02	Enhanced one additional classroom to Level II status (LCD projector, Smartboard, computer, etc.)	$5,000		Existing funds / staff			
50501	Natural Sciences	FY 02	Hired a student to create and maintain department Web pages	$1,800		Existing funds / staff and possibly Operating budget			
50501	Natural Sciences	FY 02	Set course and disciple area goals as outlined by the college's retention plan (Retention)			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued replacing worn out equipment and purchasing additional supplies and equipment to maintain the quality of our laboratory offerings in Astronomy, Biology, Chemistry, Earth Science, and Physics.			Existing funds / staff			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Natural Sciences	FY 02	Continued to host the Regional Science Fair each spring (Recruitment)			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued to build and update Web pages for all Natural Sciences courses (Recruitment)			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued implementation of the department's student academic assessment plan			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued implementation of the department's general education objective plan			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued to explore, in conjunction with the Ag/Business Department, the possibility of developing a Biotechnology Technician Program.			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued to expand the role of the Institute for Science Education			Existing funds / staff			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Natural Sciences	FY 02	Implemented the Natural Sciences Department Safety Plan			Existing funds / staff			
50501	Natural Sciences	FY 02	Continued to offer department specific, professional development opportunities to the faculty			Existing funds / staff			
50501	Natural Sciences	FY 02	Developed 3 more online courses			Existing funds / staff			
50501	Natural Sciences	FY 02	Developed labs that use computerized data acquisition (PHY & CHE) and provided training opportunities, as needed, for those labs			Existing funds / staff			
50501	Natural Sciences	FY 02	Wrote a complete set of objectives for each of the Physics courses.			Existing funds / staff			
50501	Social Sciences / Human Services	FY 02	Continued and expanded learning communities	$3,600 per section		Operating budget			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Updated Full-time and part-time faculty evaluations and developed an evaluation rotation schedule	$1,600		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Combined advertising, promoting, and interviewing for part-time faculty in continuation of obtaining high quality, diverse part-time staff	None		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Advertised for, recruited, and hired one CSC faculty (replacement of David Tancig retirement).	$45,000		Operating budget			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Continued and improved obtaining high quality, diverse F-T staff, including Diversity Interns	$40,000		Existing funds / staff or Operating budget			
50501	Computer Science and Information Technology	FY 02	Participated in the mentoring program. Provided department mentors for new faculty			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Encouraged continued faculty and staff participation in Center for Excellence activities.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Hired full-time instructor for Computer Technology Center	$35,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Hired for CIS Replacement Faculty Tenure Track Position	$38,900		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Hired one FTE (2 PTE) faculty. Alias/Maya Instructor certification required for faculty teaching CSC 137(8)(9) to offer industry certificates.	$40,000 $4,000 per instructor		Existing funds / staff Operating budget			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Modified existing MCSD certificate to include dot net technology. Reviewed CIS 211, 212 &213 for modification towards the MCSD certification.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Progressed on Academic Assessment			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued and further developed innovation delivery courses to fit changing community needs, i.e., open-entry, open-exit, internet and other formats, support for existing successful courses.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Developed CIS 101	$2,205		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Developed CTC class online	$750		Operating budget			
50501	Computer Science and Information Technology	FY 02	Developed Internet courses in OFC	$3,870		Existing funds / staff and Operating budget			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Supported faculty efforts at recruitment through such activities as speaking to high school and community groups, hosting youth groups, maintaining strong connections with area high school instructors through techCommUnity School to work efforts.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Maintained and developed dual-credit/certification programs with high schools			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Updated/revised technical courses.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Updated software (Office XP)			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Increased number of off campus CTC sites/classes			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Developed Oracle program: Server $3000, Software $500, Training videos $1375, Exam CDS $1999, Classes $1240; $1300;$1120, Travel $315, Lodging $1800, Meals $600	$3,619		Existing funds / staff and Operating budget			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Developed Network Security Program	$0		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued work on the Internship Program: Developed an Internship Plan that provides students with various resources regarding available internships at CSIT department. Developed relationships with various companies in order to lock in internship positions for IT students			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued with quality assurance visits to Cisco local academies			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Conducted in house workshops on the use of technology in the classroom for CSIT faculty			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Maintained department liaisons with faculty from EIU, ISU, U of I, SIU, WIU and NIU.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Maintained liaisons with IT faculty in area high schools to smooth the transition from high school and to promote dual credit classes.	None		Existing funds / staff			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Investigated course overlaps to eliminate or combine existing courses under identical subject matter			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued development of a world-class web site	None		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued to maintain current Program Advisory Committees and use these businesses and industry contacts to update current courses and customize courses to fit their needs.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued with the implementation of the Microsoft MCSE certification: Training $600, Site licenses $800 yearly, MCSE in class reference materials $150.	$7,000		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Implemented the recommendations coming from the 1999 IT Futures Conference	None		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued to revise the programs in CSIT department			Existing funds / staff			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Continued to encourage members of the CSIT department to give presentations at professional conferences			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Continued to update the CSIT books in the college library with emphasis on resource books for students preparing for various jobs and assessment exams.	None		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Monitored changes in all core courses and prerequisites to improve the success rate of students in these courses and subsequent courses.	None		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Attended meetings scheduled by the Regional Office of Education which deal with Office Career Topics. OFC faculty members used these opportunities to promote our programs and develop relationships with Dist. 505 business education teachers.	$1,097		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Identified OFC majors enrolled in OFC 170 and OFC 190 each semester. Met with each student and assigned an OFC full-time faculty member as that student's contact person regarding course schedules, job openings, etc.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Upgraded for high end graphics accelerator boards Animation/Graphics	$7,500		Operating budget			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Planned for level 3 of LPI (Linux Professional Institute) certification: 2 modems, 2 remote dial-up connections, 2 outside phone lines, versions of all Linux distribution, and an ISP.	$500		Operating budget			
50501	Computer Science and Information Technology	FY 02	Sought opportunities for real world projects in classrooms working with IT business			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Centralized CSIT Department			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Offered Job 111 as part of IT program to area high schools. Created a new course called CIS 111.			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Upgraded CSIT web labs to Photoshop 6.0: $100/machine for upgrade.	$3,500		Operating budget			
50501	Computer Science and Information Technology	FY 02	Produced Graphics/Animation annual exhibition show: facilities, fliers, marketing, Recruiting Company participation	$2,000		Operating budget			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Updated Animation/Graphics lab software: Extra rendering only licenses of Alias/Maya-$5000, Networked desk storage server-$3000, Alias/Wavefront annual software maintenance-$2000, integrated development environment (i.e. Visual C++)-$1000, new graphics card-$300/card	$11,300		Operating budget			
50501	Computer Science and Information Technology	FY 02	Developed career program web site: Dedicated computer for web site due to number and size of student imagery and digital movies-$2000, extra storage capacity-$200	$2,200		Operating budget			
50501	Computer Science and Information Technology	FY 02	Investigated the possibility of collaborating with Sony, Nintendo, Microsoft and other game platform companies: game development platform-$5000, game development software-$2000	$7,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Obtained MOUS Certification for all faculty in CIS, CTC and OFC.	$300	$500 annually	Operating budget			
50501	Computer Science and Information Technology	FY 02	Developed marketing plan and materials to inform high school students, IT professionals and the general community of existing and new courses: brochures, Internet, mailings, exhibits/showcases	$2,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Tracked student in career programs to provide support and build team atmosphere.			Existing funds / staff			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Sought scholarship opportunities for students			Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Maintained support of techCommUnity events: TechSho, Marketing materials	$1,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Developed/Maintained Business Partnerships with IT companies through site visits, information sessions, and other communication, and shared information through faculty meetings: Information materials/mailings-$2500, travel $200, business lunches, etc-$500	$3,200		Operating budget			
50501	Computer Science and Information Technology	FY 02	Acquired office printers	$1,400	$1,400 Annually	Operating budget			
50501	Computer Science and Information Technology	FY 02	Acquired an appropriate computer for each full-time faculty	$9,600	$9,600 Annually	Operating budget and Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Established printer replacement and rotation plan for all computer classrooms	$1,100	$1,100 Annually	Operating budget			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Purchased HP 8100N or current version printer for B117: Printer-$2700, Memory-$500	$3,200		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased computers for instructors and projector classroom B133.	$10,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased replacement desks for B226	$12,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Upgraded B226 computer lab	$36,000		Operating budget and Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Obtained AS400 computer from DACC & thru PIE (Partners in Education) program.	$10,000		Operating budget and Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Equipped each full-time CSIT faculty member with a laptop computer	$24,200		Operating budget			

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Installed circulating ceiling fans in M221 and M233	$1,800		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased additional equipment for CCNP program to provide state of the art labs for semesters 6, 7, 8: 16 external modems-800 ISDN Mudule-$476, 2 Adtran 550-$10000, CCNP Routing Lab Bundle-$16263, Switches-$4000, 4000 series switches-$20000	$10,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased streaming video & audio equipment for web multimedia: $600/machine for 3 work stations)	$1,800		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased flat screens for M233	$5,400		Operating budget			
50501	Computer Science and Information Technology	FY 02	Investigated VM-Ware for all CSIT labs that allows interoperability among different operating systems.	$800		Existing funds / staff			
50501	Computer Science and Information Technology	FY 02	Acquired file storage for MCSE lab	$300		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased CD-R drive and media for distribution of class materials	$500		Operating budget			

BEST COPY AVAILABLE

ICCB COMBINED PROGRAM REVIEW AND PQP REPORT
PART B: FORM B-1
FOR INSTRUCTIONAL PROGRAMS

B. PQP/Program Review Action Summary: Summarize actions taken on INSTRUCTIONAL PROGRAMS during the past year's formal program review process (reported in Part A, Form A1-A3), followed by actions resulting from the prior year reviews or informal reviews. Provide cost and/or allocation data whenever possible.

COLLEGE NUMBER (5-digit)	PROGRAM NAME	FISCAL YEAR REVIEWED	INITIATIVE DESCRIPTION ACTION TAKEN DURING PAST YEAR	DOLLAR AMOUNT INVESTED			DOLLAR AMOUNT AVAILABLE FOR REALLOCATION		
				Current Year Dollars Invested	Projected 5-Year Dollars Invested	Source of Funds	Current Year Dollars Reallocated	Projected 5-year Dollar Reallocation	Program/Initiative Funds Being Reallocated To:
50501	Computer Science and Information Technology	FY 02	Purchased additional slide in drives for D222. The primary cost was in the second set of hard drives. $3,000 (25 units)	$3,000		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased metal double door lockable storage cabinet for MCSE lab	$300		Operating budget			
50501	Computer Science and Information Technology	FY 02	Purchased video-editing suite (hardware, software): Video editing software-$10000, digital movie encoding software-$2000	$12,000		Operating budget			

PART C: OCCUPATIONAL PROGRAM REVIEWS AND SPECIAL FOCUS QUESTIONS

C-1: Occupational Program Reviews

Parkland administers the Occupational Follow-Up Survey every year. For FY00 survey 550 graduates were contacted and out of those 382 responded for a response rate of 69.5%. The ICCB sample for FY00 was 81 graduates and out of those 60 responded for a response rate of 74.1 %. Both response rates are higher than the criteria specified in the Program Review Guide so we do not need to respond to question C-1.

C-2: Special Focus Questions

C-2.1: Teacher Preparation and Professional Development

A. Teacher Preparation Initiatives and Partnerships.

Parkland offers an Associate in Arts transfer degree with 4 different concentrations in Education: Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Enrollment in these concentrations for the FY 2002 was: 84 for Early Childhood, 323 for Elementary, 127 for Secondary, and 35 for Special Education. Most of the courses in the Education concentrations are IAI articulated so they are accepted for transfer by all participating colleges and universities in Illinois. Parkland College has developed 2+2 articulation agreements with selected universities to provide students the opportunity to obtain bachelor's degrees in technical and other specific fields. Under the 2+2 agreement, Parkland graduates who have earned Associate in Arts degrees with specific course work can transfer to the cooperating four-year institution, usually with junior standing. Currently, in the Education field, there is a 2+2 agreement with Southern Illinois University at Carbondale for the Child Development concentration. A 2+2 agreement with Eastern Illinois University for Secondary Education concentrations with emphasis in Social Studies that involves collaboration and shared space is currently being explored. The Mathematics ant the Natural Sciences departments are considering participating in a joint NSF grant proposal related to K-16 mathematics and science education.

B. Professional Development Opportunities

Parkland College is part of The East Central Illinois Professional Development Institute, which is comprised of Parkland College, University of Illinois, Eastern Illinois University, Carle Clinic, and District 505. The Institute serves as the Central Illinois K-12 re-certification provider and provides a one-stop shop for continuous professional development for teachers. Parkland College is also an Illinois State Board of Education approved provider of continuing professional development units (CPDUs). Various opportunities for professional development which qualify for re-certification are available through:

1. Center for Excellence in Teaching and Learning.

The Center for Excellence in Teaching and Learning (CETL) offers professional development programs that are designed to improve teaching effectiveness and to engage faculty in exploring and adapting important learning issues. These programs have been attended by numerous teachers of all disciplines and are based on proven results that transform the classroom. Among its programs are: Introduction to Classroom Assessment and Research course (19 students served during FY 2002), Perkins Faculty Introduction to Classroom Assessment and Research course (13 participants) and various instructional strategies and techniques workshops, learning issues seminars, and group discussions with various CPDU's.

2. Virtual Learning Institute.

The Virtual Learning Institute at Parkland College provides faculty support in learning instructional technologies and application of these technologies in the classroom to meet the changing technology needs of students. The professional development opportunities can meet the requirements for K-12 re-certification and include, among others, Online Course Development (9 students served in FY 2002), Learning at a Distance and Learning Web-CT for Online Course Development (8 students enrolled in FY 2002).

3. Institute for Science Education

Parkland's Institute for Science Education was created to assist educators with the important tasks of providing excellence in science education and inspiring scientists of the future. It offers opportunities for professional development, credit courses, and simply the intellectual stimulation that teachers of science need with: mini-courses aimed at middle school and elementary school teachers, customized to meet needs in different areas, such as astronomy, biology, chemistry, physics, and earth sciences; workshops in Genetics and Biotechnology and Reach for the Stars; credit courses in areas such as field geology; lectures series for inspiration and new teaching ideas; and conferences and seminars. Educators can get various CPDU's when taking mini-courses and workshops.

4. Computer Technology Center

The Computer Technology Center provides professional development opportunities in the latest computer software programs in a self-paced format with flexible scheduling to help school professionals keep updated on computer software skills. The center offers computer courses and Word MOUS, Excel MOUS, Access MOUS, and PowerPoint MOUS certification reviews.

5. International Education

One of the goals of the International Education office is to help educators develop multicultural content, while offering numerous ways to broaden educator's own horizons and deepen cultural understanding so that they are prepared to help their students to succeed in an every day more diverse society. Among the offerings of this office is the recently created Teaching English as a Foreign Language Certificate (20 students enrolled in FY2002) that is designed to meet the needs of current first-time teachers who wish to expand their professional opportunities or are interested in living and working abroad. Also, the International Education office summer study abroad program in Dijon, France has expanded its audience to include area French teachers who would like to update their language skills and cultural awareness. Plans are underway to make credit earned in this program applicable to K-12 teacher certification renewals. Other offerings include foreign language courses, exchange programs, culture courses, and professional development workshops on instructional strategies and techniques.

6. Business Development Center

Parkland's Business Development Center (BDC) is positioned to play a key role in community building, bringing together educators, the classroom, and the workplace. The BDC is licensed to offer AchieveGlobal programs, the world's leading performance improvement system, to area schools and businesses. The BDC has done Cultural Diversity training for the administrative staff of the Champaign School District.

7. Career Programs

Numerous professional development opportunities are available through the discipline specific course offerings. Since these course offerings are not specifically designed for teachers' professional development it is difficult to keep track of the number of educators served.

C-2.2: Program Assessment

1. **What programs at the college already have an end-of-program assessment in place?**

Parkland's commitment to the assessment of student academic achievement and its documentation is reflected in the commitment of every academic department to assess student learning and to improve career offerings based on the result of the assessment. Parkland's preliminary academic assessment work began in 1991, and since then has grow to what it is now, a campus-wide commitment to improve student learning led by the Academic Assessment Committee (AAC), a faculty driven team comprised of 19 members that operates under the constitution of the Parkland College Association (PCA).

Parkland's academic assessment process seeks to improve transfer programs, career programs, and general education offerings. As of July 2002, 100% of career and transfer programs have assessment plans in place and about 80% of the programs have made improvement changes to academic programs based on assessment results. The Academic Assessment Plan consists of 5 stages: Overview of the program's mission, purposes and goals: Methods, criteria and intended outcomes; Data gathering and results; Analysis; and Action. In the second of the plan, different means of assessment are identified and some of them are identified as end-of-program assessment methods. Academic departments use different end-of-program assessment methods, among the most used are: Graduate Surveys/Interviews (44%), Employer/Faculty Surveys (38%), Course Embedded Tests (33%), Professional Certification Exams (18%), and Portfolios (13%).

There is no separate department for general education at Parkland; general education courses are offered in five different academic departments. The General Education Academic Assessment Subcommittee was formed in 1999 to assess general education courses with the immediate goal of insuring that departmental and cross-disciplinary assessments are regularly designed and conducted. In May 2000 the Curriculum Committee became responsible for scheduled review and evaluation of the general education objectives, determination of which courses qualify as general education core courses, and review of the general education academic assessment processes and results. As of July 2002, assessments have been conducted for six of the eight general education objectives. The remaining two will be assessed during the 2002-2003 academic year, and assessment of all the objectives will be ongoing.

Many necessary processes related to general education are now reviewed annually. Each May, the General Education Review Committee, reviews one of the five general education areas (Natural Sciences, Mathematics, Communications, Social and Behavioral Sciences, Humanities and Fine Arts). This five-year cycle is synergistic with Parkland's Program Review rotation for the Illinois Community College Board. The annual May review verifies that individual departments' general education

courses, course information forms, and syllabi appropriately reflect multiple general education objectives.
Several measures across the curriculum are used to assess and improve student achievement in General Education, they include:

a) Introductory Classroom Assessment Notebooks containing General Education objectives and exercises are being utilized by faculty to incorporate into curriculum.
b) A Liberal Arts and Sciences Symposium held in Spring 2002.
c) The development of a survey by the Office of Institutional Research and Evaluation (OIRE) and the General Education subcommittee to determine the extent oral communications is taught across campus.

The college has also extended academic assessment to distance learning, adult-education programming, non-traditional programs, and programs taught off-campus.

2. Describe the college's plans to develop program assessment for those programs that do not currently assess students' learning as a result of completing the program.

As mentioned above, 100% of the career and transfer programs assess students' learning. To keep this compliance rate the Curriculum Committee will continue to enforce its policy about each new program seeking approval must have an academic assessment plan in place.

The Academic Assessment Committee (AAC) will continue to monitor, facilitate and report progress on department and program levels and will continue to require at least annual updates of all academic assessment plans. As transfer and career programs advance in their individual assessment processes the 80% rate of programs making changes for improvement based on results of academic assessment would increase. However, this is an evolving process since new programs that will be in early stages of the assessment process are frequently added. The AAC is planning to integrate General Education assessment into career programs assessment. The Natural Sciences department is already doing it.

The Parkland College Center for Excellence in Teaching and Learning will continue to offer programs to help faculty explore the use of assessment and research and active-learning strategies. The Center also provides individual help with academic assessment during Preparation and Development week each semester, to which all full- and part-time faculty are encouraged to attend. Workshop topics have included Portfolio Analysis for Academic Assessment and Crunching the Numbers. There are and will continue to be many resources available to faculty to help with assessment, including the Office of Institutional Research and Evaluation, a comprehensive, current Web site, library reserve holding about assessment, Helpful Hint Cards to initiate the assessment process, samples of assessment plans from many areas of the college, and sample graduate and employer surveys.

C-2.3: Performance-Based Incentive System – District-Based Goal

Executive Summary

In FY 1998 Parkland College submitted a technology proposal for its PBIS District-based component. At that time a comprehensive assessment of the College's information and communication technology had been undertaken by a collaborative group of faculty, staff, and students with external consulting firm's input. Three growth models encompassing infrastructure, hardware, software, training, and support were proposed and considered. It seemed reasonable that with this much planning on going at the college that technology was the most reasonable goal area at that time.

The College's stated goal was to "implement improvements in the institution's approach to technology by following a model of technological diffusion from a central base that will allow for expansion and a central uniform baseline of hardware and software combined with department specific compatible elements". The College's implied goal was to become recognized as one of the national community college leaders in the area of technology usage. The technology plan covered five areas: improve and increase distance learning activities; improve technology staffing through re-organization of existing staff and the creation of additional positions; planning for future growth in distance learning and network usage; re-engineer the existing hardware, software and technology space to improve the existing environment; and to participate in shared distance learning activities with other colleges.

In FY 2002 all the distance learning goals were exceeded. The number of distance education courses increased 17% from 228 to 267, enrollment increased by 24%, four degrees with a total of ten concentrations were made available entirely through a distance education format.

In FY 2002 Parkland continued to address the issue of staff development and again, the goal of hiring two new technology staff was met. Two new technology positions were filled during FY 2002, a network support manager and a technical support specialist.

During FY 2002 the Technology Master Plan continue to be updated including a major upgrade on the college's mainframe computer system and re-assignment of micro-technicians to departments in the college rather than by physical area. The migration of technologies to the new wing and a new switching system based on CISCO systems were completed. A single uninterruptible power supply (UPS) has been replaced with a centrally located UPS that will support all network components. A significant portion of the re-utilization of space created with existing structures made available by the new wing has been completed. To restrict heavy construction in areas adjacent to classrooms when classes were in session some tasks have been postponed until summer 2002.

During FY 2002, goals in the re-engineering and other areas were all met. Fourteen new labs were installed, 350 new computers were purchased, and a total of 1000 new ports were added to the network. In the "other" area, 2 regional and national conference presentations were made about Classmate, the Online Peer Tutoring program developed at Parkland College in collaboration with South Suburban College and. Also, three new competitive grants were secured and three additional grants written near the end of the fiscal year have yet to be announced. Eleven new courses were added during FY 2002 and seven were significantly revised.

In FY 2002 a total of 12 specific activities were identified. All but two of the goals were met or exceeded. To avoid excessive noise in areas adjacent to classrooms some heavy construction tasks were postponed until summer 2002. The re-utilization of space is in the process of being completed.

Parkland is committed to a continuous improvement process campus-wide. One of its primary missions is to provide state-of-the-art education and training particularly in the area of information technology. Among other major plans, the College will continue to update and implement its current Technology Master Plan, however, due to reduced state funding, it is likely that some additional equipment purchases will be deferred until local funding or additional external funding can be obtained. Parkland's commitment to respond to new education and training needs will continue. It is likely that future emphasis will focus on more fully integrate technology into the classroom.

Progress Report for FY 2002

Clarifications of Modifications Addressed:

The review of the FY 2001 Report on District-based Components for Parkland College indicated that there were no modifications needed.

Implementation of Plan to Achieve Goal

I. ***Distance Learning Activities***

It was anticipated that the phenomenal growth the College had experienced in distance learning activities would inevitably begin to slow down. Therefore, goals for FY 2002 reflected anticipated slower growth than previous years. However, instead of slowing down growth continued to increase at an increasing rate.

A. Add three new distance education courses. In FY 2001 there were a total of 228 courses taught via the Internet alone. In FY 2002 that number had increased to 267 courses: an increase of 17%. **Parkland significantly exceeded the goal of three new distance education courses.**

B. To increase Internet course enrollment by 10%. In FY 2001 there was a total Internet seat count of 2,974 (based on tenth day enrollment figures), which generated 8,547 credit hours. In FY 2002 the total Internet seat count had increased to 3,697 with a total of 11,088 credit hours being generated. The increase in seat count was approximately 24% while the increase in credit hours generated was approximately 30%. **Parkland significantly exceeded the goal of increasing Internet seat count by 10%.** In fact, the increase was approximately what it had been for the previous year only this time from a significantly larger base.

C. Develop one new program of study that can be completed entirely through a distance education format. A student may receive the following degrees from Parkland entirely through distance education:

- ?? Associate of General Studies (A.G. S.)
- ?? Associate of Arts (A.A.) with a concentration in either History, Liberal Arts and Sciences, Mass Communications, Political Science, or Psychology.
- ?? Associate of Science (A.S.) with a concentration in either Business Administration or Business Education.
- ?? Associate of Applied Science (A.A.S.) with a concentration in Business Management.

Parkland has significantly exceeded the goal of one program of study entirely through distance education.

II. *Technology Staff*

A. Hire two new technology staff. During FY 2002, Parkland hired two new technology support staff. Doug Brooks was hired as the network support manager (new position) and Chris Benson was hired as a technical support specialist (new position). **Parkland met the goal of hiring two new technology staff.**

III. *Planning*

A. Continue to update comprehensive Technology Master Plan. The current Technology Master Plan was last updated at the end on FY 2001. A number of the following recommendations have already been implemented including a major upgrade on the college's mainframe computer system. To better utilize technology support staff, micro-technicians were assigned to departments in the college rather than by physical area. Sections B and C below were also recommendations of the Plan.
Parkland has met the goal of continuing to update a comprehensive Technology Master Plan.

B. Complete the migration of technologies to newly completed wing. With the completion of the new academic wing of the college all of the technology support staff have been migrated. In addition, a new switching system based on CISCO systems has been completed. A single uninterruptible power supply (UPS) has been replaced with a centrally located UPS that will support all network components.
Parkland has met the goal of migrating technologies in the newly completed wing.

C. Complete the re-utilization of space created with existing structures made available by newly completed wing. A significant portion of the re-utilization has been completed. A decision was made to restrict heavy construction in areas adjacent to classrooms when classes were in session. The result has been that it has taken somewhat longer to complete this task (that is some tasks have been postponed until summer 2002) than was originally planned for, but there have been fewer complaints as well.
Parkland is in the process of completing the re-utilization of space.

IV. *Re-engineering (Hardware, Software, and Space)*

A. Continue to upgrade lab workstations. A total of fourteen new computer labs have been installed during FY 2002, largely due to the addition of the new wing. Approximately 350 new computers have been purchased for these labs, bringing the total of personal computers in use on campus to more than 1,700. All full-time faculty and staff have individual access to computers in their offices. Part-time faculty have access to shared computers in their shared office spaces.
Parkland has met or exceeded the goal of upgrading lab workstations.

B. Purchase and install additional network electronics. A total of 1000 new ports were added to the network during FY 2002. **Parkland has met or exceeded the goal of installing new network electronics.**

V. *Other*

A. Present at three regional or national conferences to demonstrate what Parkland has learned about technology and distance education issues. A total of two presentations were made last year, one at the League for Innovations in Minneapolis and other at the Annual IVC Conference, about Classmate, the Online Peer Tutoring program developed at Parkland College in collaboration with South Suburban College. **Parkland almost met its goal of making three regional or national presentations.**

B. Continue to seek additional funding for technology from external sources. Parkland was successful in securing additional external funding through three new competitive grants. Three additional grants written near the end of the fiscal year have yet to be announced. **Parkland has met its goal of continuing to seek additional funding for technology from external sources.**

C. Continue to increase the number of course and program offerings for information technology through traditional as well as distance education formats. Parkland added 11 new courses (traditional delivery) during FY 2002. In addition, seven courses were significantly revised. No new programs in technology were proposed, however, eight programs underwent minor revisions. **Parkland has met its goal of continuing to increase the number of course and program offerings in information technology.**

Benchmarks

SUMMARY TABLE

ITEM	GOAL	RESULT	STATUS[1]
I-A Add new internet courses	3	39	C
I-B Increase internet enrollment	10% (by seat count)	24% (by seat count)	C
I-C New Programs of Study	1	4 degrees with 10 concentrations	C
II-A Hire New Technology Staff	2	2	C
III-A Update Master Plan	Updated	Updated	C
III-B Complete migration	Completed	Completed	C
III-C Re-utilization of Space	Complete	In progress (will be essentially complete by start of Fall semester)	R
IV-A Upgrade Lab Stations	Upgrade	Completed	C
IV-B Purchase New Electronics	Purchase and Install	Purchased and Installed	C
V-A Conference Presentations	3	2	NC
V-B External Funding	Seek Additional funds	3	C
V-C New IT Courses/Traditional Delivery	Increase	11 New courses, 7 courses with significant revisions	C

---

[1] C = Completed R = Revised W = Withdrawn NC = Not Completed

Overall Four-Year Final Report

The initial broad goal of the district-based component as stated in August 1998 was to "implement improvements in the institution's approach to technology by following a model of technology diffusion from a central base that would allow for expansion and a central uniform baseline of hardware and software combined with department specific compatible elements[2]." The initial plan was to address five areas: distance learning activities, technology staffing, technology spaces, electronic communications, and network re-engineering.

Successful Outcomes:

1. Distance Education Activities

Baseline data from FY 1998 showed that Parkland offered 95 sections of 33 courses through various formats. Of this total, 14 sections were offered via the Internet with a total on-line enrollment of 242 students (based on 10th day seat count[3].) It was initially anticipated that growth in Internet courses might proceed slowly for a variety of reasons including limited access to the World Wide Web and possible reluctance on the part of faculty to adopt the new technologies. As a result, it was projected that course offerings would grow at a rate of around three new courses per year. It quickly became apparent that this rate would be exceeded. The first year of the plan, five new courses with a total of 23 sections utilized the Internet for delivery and the number of students enrolled in these courses more than doubled to 565. The second year the total jumped to 155 separate sections and enrollments more than doubled again to 1,401. By the third year the number of sections increased to 228 and total Internet enrollments once again more than doubled to 2,947. It was anticipated that a ceiling might have been reached for the fourth year, which it did, to a certain extent. The rate of enrollment slowed to only a 25% increase over the previous year.
By any standards, the number of offerings via the Internet and enrollments in those courses exceeded goals each of the four years of the project.

2. Technology Staffing

Parkland has made significant revisions in its technology staffing over the last four years. In addition to recruiting, hiring, and retaining highly qualified personnel, Parkland has also made significant changes in how it provides technology support. A new academic section, the Department for Distance and Virtual Learning, has been created and staffed. Parkland has also re-organized how technology support is delivered. In addition, a new academic department, Information and Computer Science, was created.
Parkland has met or exceeded its goal of improving technology staffing.

---

[2] Parkland College. (August, 1998). ICCB Combined PQP/Program Review Report. Pg. 90.
[3] " " Pg. 91.

3. Technology Spaces

The addition of the new academic wing has made possible significant alterations in how information technology is both taught and supported on campus. A total of 14 new computer labs have been added over the last four years. Critical technology support has been centralized. Additional external funding has made possible the addition of assistive technology to help students with special needs have access to technology. All full-time faculty and staff have computers. All part-time faculty have access to computers shared in part-time faculty offices (the number and size of which have also been significantly increased.) In all, there are over 1,700 workstations supported on campus.
Parkland has met and exceeded its goal of improving technology spaces on campus.

4. and 5. Electronic Communications and Network Re-Engineering

Goals 4 and 5 have essentially been combined. Parkland has significantly improved electronic communications and re-engineering on a number of levels. Students may now enroll using the Internet. On-line student supports services are now available. A system for student email has been implemented. The number ports (over 1,000 new ports have been added with additional CISCO switches) and speed of access has significantly improved. As a result of being selected as one of the regional sites for the Illinois Computer Network (ICN) Parkland has improved access to the Internet significantly.
Parkland has met and exceeded its goal of improving electronic communications and network re-engineering.

6. Other

As the initial plan was implement it became obvious that the College was meeting its stated goals at a rate that exceeded initial anticipation. Rather than simply be satisfied with the lower goals, the College has continually expanded the scope and scale of its operations in the area of information technology. The College has taken the initiative to develop more shared activities with other colleges. It has continued to seek out additional external funding to support technology initiatives. It has partnered with local business and industry through TechCommUnity to champion new approaches to attracting more high tech industry into the area.

Barriers Encountered:

Certain difficulties will always be encountered when dealing with technology. Cost, time, space, rapid nature of change, and inherent resistance to change are issues that need to be addressed. Fortunately, these potential concerns never really rose to the level of being barriers to the project.

Initially it was purposed that a pay-for-print program be considered, but a decision was to implement such a system was not cost effective and students were allowed to continue to print for free. In FY 2000 several activities were re-evaluated after some additional

experience. The decision was made that additional marketing and public relations components for distance education was unnecessary at the time. Continued strong growth proved this to be a wise decision. Time-delay video and card-swipe systems were not implemented. It took longer than was initially anticipated to fully implement the wiring audit. The major difficulty encountered in FY 2001 was the delay in taking ownership of the new academic wing. The wing did not become fully operational until well into FY 2002. Consequently, the necessary renovations and re-modeling necessary after the move into the new facilities was slowed. A decision was made that significant construction noise was incompatible with our primary mission of teaching and learning. Renovations of space were put off until the end of FY 2002 – beginning of FY 2003. The major of these changes will be fully completed prior to the start of fall classes.
Overall, there were only minimal difficulties encountered in the implementation of the plan.

How the project will continue as a part of the college plan:

Parkland College is committed to a continuous improvement process campus-wide. One of its primary missions is to provide state-of-the-art education and training particularly in the area of information technology. The College has extraordinary relationships with local business and industry which when coupled with its close relationship to our sister institution, the University of Illinois at Urbana-Champaign, ensures that the College will continue its commitment to information technology.

Among other major plans, the College will continue to update and implement its current Technology Master Plan – the document that drives the forward looking approach to information technology. Some changes will undoubtedly occur as the College adjusts to the recent drops in state funding. It is likely that some additional equipment purchases will be deferred until such time as either local funding or additional external funding can be obtained. However, the large number of recent computer purchases along with a slowing in the rate of change in the basic technology allows for a brief respite with minimal negative effects.

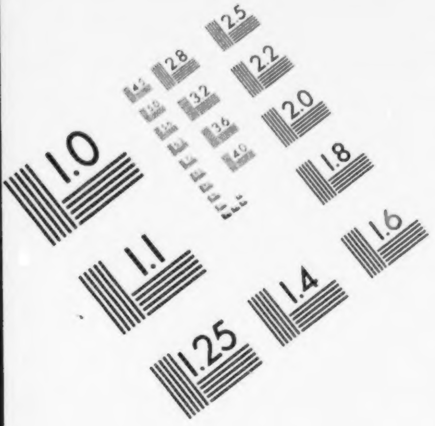
Parkland is committed to the identification of new education and training needs and has in place a process to prioritize and respond to those needs. Where much of the emphasis in the recent past has been on breadth, it is likely that future emphasis will focus on depth as the College works with its faculty and staff to more fully integrate technology into the classroom.
Parkland is committed to being the premier community college in Illinois with regard to information technology.

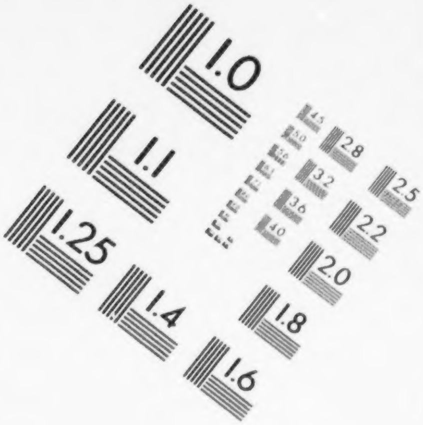
FIVE-YEAR SCHEDULE OF PROGRAM REVIEWS

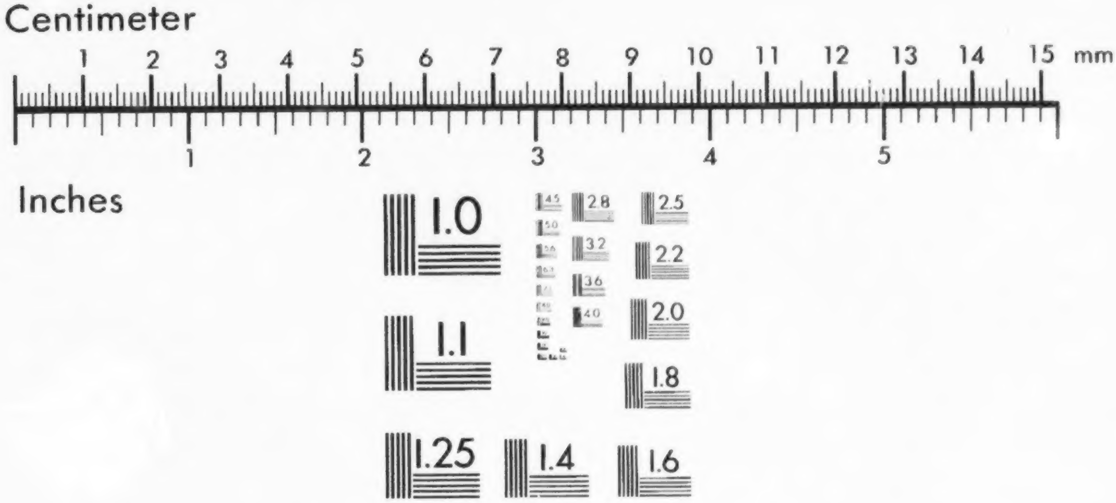
AIIM

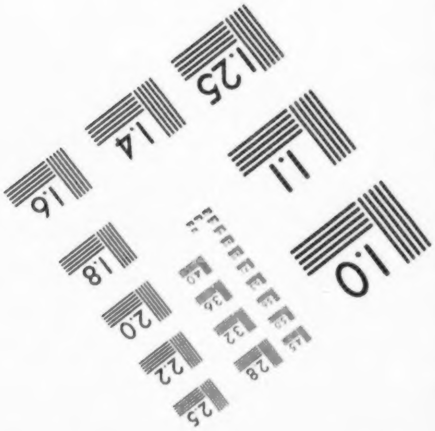
Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202






Centimeter
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 mm
1 2 3 4 5
Inches
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3



MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

Parkland College Five-Year Schedule for Accountability/Program Review
Fiscal Year 2003

PROGRAM TYPE	CIP	PROGRAM OR SERVICE AREA
Occupational Programs	120504	Hospitality Industry: Food Service (B HIFCER) Hospitality Industry: Restaurant Management (B HIRAAS)
NEW	120405	Massage Therapy (G MSGCER)
	430201	Fire Service Technology (S FSTAAS) Fire Service Technology (S FSTCER)
	460401	Building Construction and Repair (E BCRCER)
	510602	Dental Hygiene (G DHGAAS)
	510904	Emergency Medical Services: Ambulance (G EMACER)
	510907	Radiological Technology (G XRAAAS)
	510908	Respiratory Care (G RTTAAS)
	510909	Surgical Technology (G SURCER)
NEW		Surgical Technology (G SURAAS)
	520201	Business: Management (B MGTAAS)
	520203	Materials Management (E MTMCER)
	520401	Office Careers: Information Processing Certificate (B OCPCER) Office Careers: Office Assistant (B IPRCER)
	520402	Office Careers: Administrative Assistant (B OCAAAS)
	520407	MOUS Microsoft Office User Specialist (T MSOCER)
General Education		Mathematics (Including Remedial Courses)
Administrative Functions		Human Resources, Public Safety, Institutional Research, College Development, Business Office, Campus Technologies, Operations and Maintenance

Parkland College Five-Year Schedule for Accountability/Program Review
Fiscal Year 2004

PROGRAM TYPE	CIP	PROGRAM OR SERVICE AREA
Occupational Programs	150810	Computer-Aided Drafting (CAD): Structural/Civil (E CIVCER)
	151102	CDM: Surveying Technology (E CDSAAS)
	480105	Computer-Aided Drafting (CAD): Mechanical Design (E CMDCER)
	500402	Web Design (F GDWAAS) Graphic Design (F GDSAAS formerly F MCDAAS)
	520302	Accounting (B ACCAAS) Accounting (B ACCCER)
General Education		Communications (English, Speech and English as a Second Language courses, including Remedial Courses)
Public Services		Continuing Education (Area Learning Centers, Community Education Programs and Workshops, Office of Women's Programs, Adult Education/GED, College for Kids, Lifelong Learners, Planetarium), Community Relations, Auxiliary Services (Bookstore, Child Development Center, Reprographics, Food Service)

Parkland College Five-Year Schedule for Accountability/Program Review
Fiscal Year 2005

PROGRAM TYPE	CIP	PROGRAM OR SERVICE AREA
Occupational Programs	010101	Agricultural Business: Management (B ABMAAS) Agri-Business (B AGBCER)
	010199	Agricultural Business: Ag Equipment Management and Marketing (B ABKAAS) Agricultural Business: Grain Merchandising and Management (B ABGAAS)
	010302	Equine Management (B EQMAAS) Equine Management (B EQMCER)
	010605	Agricultural Business: Landscape Design/Management (B ABLAAS)
	080706	Business: Marketing (B MKTAAS)
	081105	Hospitality Industry: Travel/Tourism (B TRACER)
	461000	Construction Design & Management: Building Materials (E CDBAAS, formerly E CBMAAS) Construction Design & Management (E CDMAAS, formerly E CITAAS)
	511601	Nursing (G NURAAS, formerly R NURAAS)
	511613	Practical Nursing (G NURCER, formerly R NASCER & R PNGCER)
	511614	Nurse Assistant (G NASCER, formerly R NASAOP)
General Education		Social and Behavioral Sciences (Transfer courses with ANT, CHD, CJS, ECO, EDU, GEO, HIS, ORN, PEC, POS, PSY, SOS, and SOC prefixes)
Academic & Student Support Services		Academic Services and Student Services (Student Life, Counseling, Athletics, Transfer Center, Career Planning and Employment Services, Learning Lab, Peer Tutoring, Financial Aid, Disability Services, Admissions and Records, Enrollment Management, Assessment)

Parkland College Five-Year Schedule for Accountability/Program Review
Fiscal Year 2006

PROGRAM TYPE	CIP	PROGRAM OR SERVICE AREA
Occupational Programs	010201	Agricultural Business: Precision Ag Technology (B ABTAAS) Geographic Information Systems (B GISAAS)
	010299	Agricultural Business: Ag Research Technology (B ABRAAS)
	131401	Teaching English as a Foreign Language (C TFLCER)
	150603	Industrial Technology (E MFGAAS) Industrial Operations (E MFTCER)
	200202	Child Development (S CHDAAS) Child Development: CDA Preparation (S CDACER)
	440701	Human Services (S HSTAAS)
	470603	Automotive Collision Repair Technician (E ACRCER) Auto Collision Repair Technician (E ACRAAS)
	470604	Automotive Ford Asset (E AFTAAS) Automotive Technician (E AMTCER) Automotive Service (E AUSCER) Automotive Technology (E AUTAAS) Brakes and Alignment (E BRLCER) Engine Overhaul (E ENOCER) Power Trains (E PWTCER) Tune-Up and Air Conditioning (E TACCER) Ford Maintenance & Light Repair (E MLRCER)
	470605	Diesel Power Equipment Technician (E PETAAS)
	510203	Speech Language Pathology Assisting (G SLPAAS)
	510803	Occupational Therapy Assistant (G OTAAAS)
	510808	Veterinary Technology (G VTTAAS)
	520701	Business: Independent Business Management (B INDCER)
	520902	Hospitality Industry: Hotel/Motel Management (B HIHAAS) Hospitality Industry: Hotel/Motel (B HIMCER)
	521101	Business: International Business Management (B INTCER)
	521401	Business: E-Commerce (B ECMAAS)
General Education		Humanities & Fine Arts (Includes Foreign Language, History, Literature, Philosophy, Religion, Performing and Visual Arts.)
Overall Academic Functions		Center for Excellence in Teaching and Learning, International Studies and Programs, Distance

Other		Education, Library Review of Undergraduate Education

Parkland College Five-Year Schedule for Accountability/Program Review
Fiscal Year 2007

PROGRAM TYPE	CIP	PROGRAM OR SERVICE AREA
Occupational Programs	090701	Mass Communications: Broadcasting (Performance) (F MCBAAS)
	100104	Mass Communications: Communications Technology (F MCCAAS)
	150310	Telecommunications Systems Technology (E TELCER)
	150402	Electronics Control Systems Technology (E ECSAAS) A+/NET+ Certification (E MPECER)
	430107	Criminal Justice (S CJSAAS)
	470105	Electrical Power (E ELPCER)
	510708	Office Careers: Medical Transcription (B OCTCER)
	521202	CIS: Microcomputer (T CSMCER formerly B CSMCER) CIS: Microcomputer Support Specialist-Systems (T CMSAAS formerly B CMSAAS) CIS: Microcomputer Support Specialist-Software (T CSSAAS formerly B CSSAAS) CIS: Multi-Platform Programmer (T CPLAAS formerly B CPLAAS) CIS: Microcomputer Programmer (T CPMAAS formerly B CPMAAS) CS: Website Creation and Maintenance (T WSDAAS formerly M WSDAAS) CS: Web Application Developer (T WSPAAS formerly M WSPAAS) Computer Graphics: 3D Computer Animation (T VGAAAS formerly M VGAAAS) Computer Graphics: 3D Graphics Programming (T VGPAAS formerly M VGPAAS) Basic Website Design and Management (T WSMCER formerly M WSMCER) Computer Graphics: Alias/Wavefront-Maya 3D Computer Animation Software (T VGWCER) Computer Graphics: 3D Software Development (T CGRCER formerly M CGRCER) CS: Apache-CGI Web Programmer (T CGICER) CS: ASP Web Programmer (T ASPCER) CS: Object-Oriented Programming (T OOSCER formerly M OOSCER) CS: Web Database Administrator (T WSAAAS formerly M WSAAAS)
	521204	CS: Computer Network Administration (T CNAAAS formerly M CNAAAS) Computer Networking (T NETCER formerly M NETCER) LINUX System Administration (T LINCER) Microsoft Systems Engineer (T MSNCER formerly M MSNCER) Networking Technician (T CNTCER formerly M CNTCER) CISCO Networking (T CISCER formerly M CISCER) CISCO Professional Networking (T CNPCER)
General Education		Physical and Life Sciences

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").